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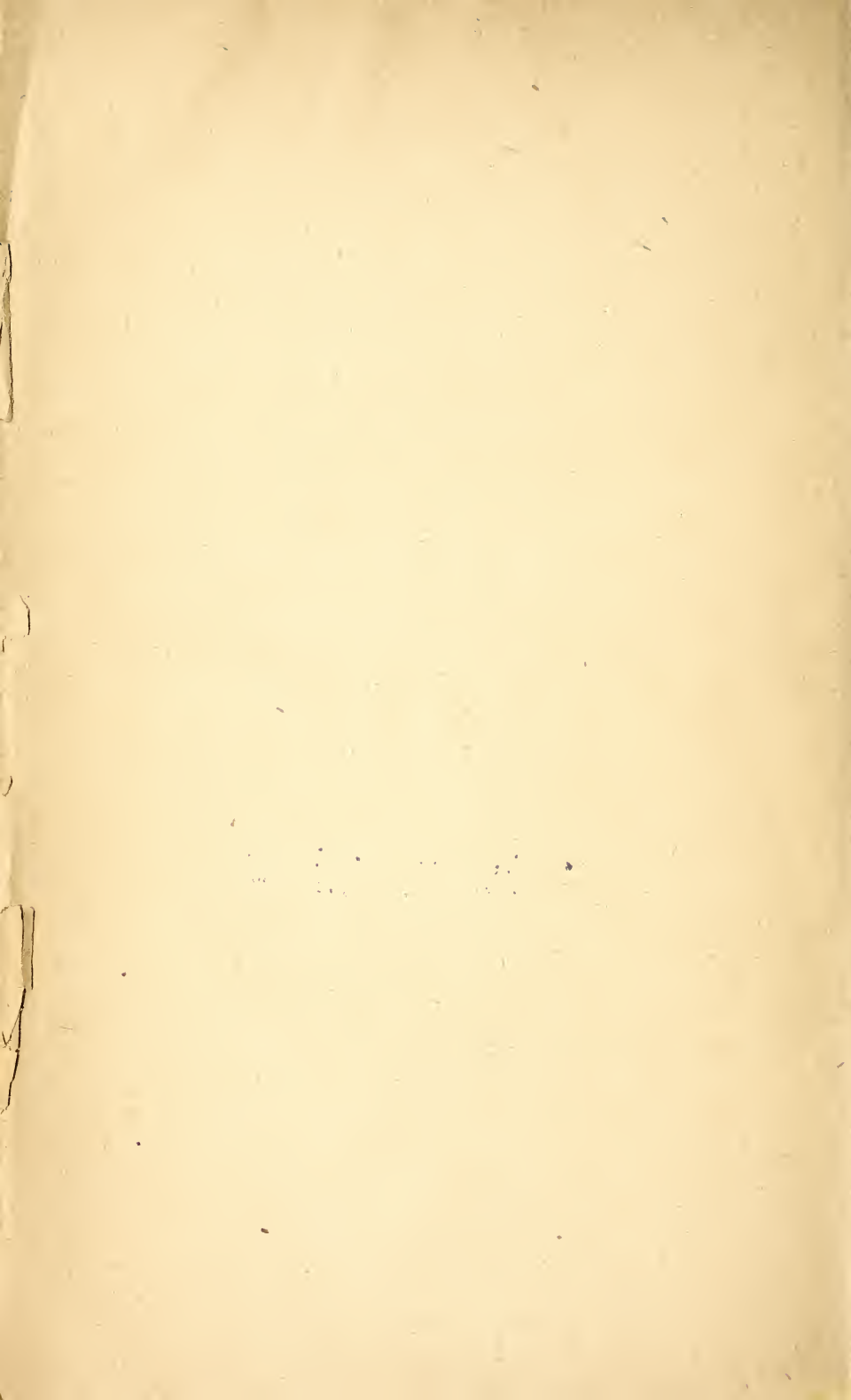
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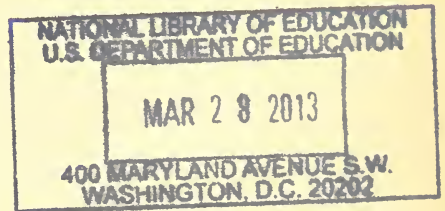
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REPORT
OF THE
COMMISSIONER OF EDUCATION

FOR



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PART II.

CHAPTER XVIII.

NAME REGISTER.¹

I.—CHIEF STATE SCHOOL OFFICERS.

| Name. | Address. | Official designation. |
|-------------------------|------------------------|---|
| J. G. Harris..... | Montgomery, Ala..... | State superintendent of education. |
| Sheldon Jackson..... | Sitka, Alaska..... | General agent of education. |
| George W. Cheyney.... | Tombstone, Ariz..... | Superintendent of public instruction. |
| Josiah H. Shinn..... | Little Rock, Ark..... | State superintendent of public instruction. |
| J. W. Anderson..... | Sacramento, Cal..... | Do. |
| J. F. Murray..... | Denver, Colo..... | Do. |
| C. D. Hine..... | Hartford, Conn..... | Secretary of State board of education. |
| Robert J. Reynolds.... | Dover, Del..... | President of State board of education. |
| W. B. Powell..... | Washington, D. C..... | Superintendent of District schools. |
| W. N. Sheats..... | Tallahassee, Fla..... | State superintendent of public instruction. |
| S. D. Bradwell..... | Atlanta, Ga..... | State school commissioner. |
| B. Byron Lower..... | Boise City, Idaho..... | State superintendent of public instruction. |
| Henry Raab..... | Springfield, Ill..... | State superintendent of public instruction. |
| H. D. Vories..... | Indianapolis, Ind..... | Do. |
| J. B. Knoepfler..... | Des Moines, Iowa..... | Do. |
| H. N. Gaines..... | Topeka, Kans..... | Do. |
| Ed. Porter Thompson... | Frankfort, Ky..... | Do. |
| A. D. Lafargue..... | Baton Rouge, La..... | State superintendent of education. |
| N. A. Luce..... | Augusta, Me..... | State superintendent of common schools. |
| E. B. Prettyman..... | Baltimore, Md..... | State superintendent of public instruction. |
| J. W. Dickinson..... | Newtonville, Mass..... | Secretary of State board of education. |
| Henry R. Pattengill.... | Lansing, Mich..... | State superintendent of public instruction. |
| D. L. Kiehle..... | St. Paul, Minn..... | Do. |
| J. R. Preston..... | Jackson, Miss..... | State superintendent of education. |

¹ Including all changes reported to the Bureau up to July, 1893.

Chief State school officers—Continued.

| Name. | Address. | Official designation. |
|---------------------------|--------------------------|---|
| L. E. Wolfe | Jefferson City, Mo | State superintendent of public schools. |
| E. A. Steere | Helena, Mont. | State superintendent of public instruction. |
| A. K. Goudy | Lincoln, Nebr | State superintendent of public instruction. |
| Orvis Ring | Carson City, Nev | Do. |
| Fred. Gowing | Concord, N. H | Do. |
| A. B. Poland | Trenton, N. J | Do. |
| Amado Chavez | Santa Fe, N. Mex | Superintendent of public instruction. |
| James F. Crooker | Albany, N. Y | State superintendent of public instruction. |
| Jno. C. Scarborough | Raleigh, N. C | Do. |
| Mrs. Laura J. Eisenhuth. | Bismarck, N. Dak. | State superintendent of public instruction. |
| Oscar T. Corson | Columbus, Ohio | State commissioner of common schools. |
| J. H. Parker | Guthrie, Okla | Superintendent of public instruction. |
| E. B. McElroy | Salem, Oregon | State superintendent of public instruction. |
| Nathan C. Schaeffer | Harrisburg, Pa | Do. |
| T. B. Stockwell | Providence, R. I | Commissioner of public schools. |
| W. D. Mayfield | Columbia, S. C | State superintendent of education. |
| Cortez Salmon | Pierre, S. Dak | State superintendent of public instruction. |
| Frank M. Smith | Nashville, Tenn. | State superintendent of public schools. |
| J. M. Carlisle | Austin, Tex. | State superintendent of public instruction. |
| J. S. Boreman | Ogden, Utah | Commissioner of schools. |
| M. S. Stone | Montpelier, Vt | State superintendent of education. |
| John E. Massey | Richmond, Va | State superintendent of public instruction. |
| C. W. Bean | Olympia, Wash | State superintendent of public instruction. |
| Virgil A. Lewis | Charleston, W. Va | State superintendent of free schools. |
| O. E. Wells | Madison, Wis. | State superintendent of public schools. |
| S. T. Farwell | Cheyenne, Wyo. | State superintendent of public instruction. |

II.—LIST OF CITY SUPERINTENDENTS.

ALABAMA.

Anniston, M. H. Lane.¹
 Bessemer, A. M. Hendon.
 Birmingham, J. H. Phillips.
 Eufaula, J. J. Kilpatrick.
 Florence, J. W. Morgan, jr.
 Huntsville, A. W. Eshman.
 Mobile, E. R. Dickson.
 Montgomery, C. L. Floyd.
 Selma, Louis E. Jeffries.
 Tuscaloosa, Carleton Mitchell.

ARIZONA.

Tucson, W. W. Gillette.²

ARKANSAS.

Fort Smith, J. L. Holloway.
 Helena, John Caldwell Davidson.
 Hot Springs, George B. Cook.
 Little Rock, J. R. Rightsell.
 Pine Bluff, Ruth McBride.

CALIFORNIA.

Alameda, D. J. Sullivan.
 Berkeley, S. D. Waterman.
 Eureka, G. Warren.
 Fresno, T. L. Heaton.
 Los Angeles, W. M. Friesner.
 Napa City, J. L. Shearer.³
 Oakland, J. W. McClymonds.
 Pasadena, James D. Graham.
 Riverside, Eli P. Brown.
 Sacramento, Albert Hart.
 San Bernardino, Alexander E. Frye.
 San Diego, Eugene De Burn.
 San Francisco, John Swett.
 San José, Frank P. Russell.
 Santa Barbara, George E. Knepper.
 Santa Cruz, J. W. Linscott.
 Santa Rosa, L. S. Crawford.
 Stockton, James A. Barr.
 Vallejo, L. G. Harrier.

COLORADO.

Aspen, W. T. Eddingfield.
 Colorado Springs, P. K. Pattison.
 Denver, District No. 1, Aaron Gove;
 District No. 2, L. C. Greenlee; District
 No. 17, J. H. Van Sickle.
 Highlands, J. H. Van Sickle.
 Leadville, W. W. Watters.
 Pueblo, District No. 1, James S. McClung;
 District No. 20, P. W. Search.
 Trinidad, E. C. Stevens.

CONNECTICUT.

Ansonia, W. H. Angleton.
 Birmingham, Robert L. Gilbert.
 Bridgeport, Charles W. Deane.
 Bristol, James F. Williams.
 Danbury, J. M. Smith.
 Greenwich, George P. Fisher.
 Hartford, John H. Brocklesby.
 Manchester, Oliver B. Taylor.⁴
 Meriden, J. T. Pettce.
 Middletown, Walter B. Ferguson.
 New Britain, J. N. Bartlett.
 New Haven, Virgil G. Curtis.
 New London, Charles B. Jennings.⁵
 Norwalk, Charles Olmstead.⁴
 Norwich, N. L. Bishop.
 Rockville, I. M. Agard.³
 Stamford, Lewis R. Hurlbutt.⁴
 Thompsonville, E. H. Parkman.⁶
 Torrington, ———.
 Wallingford, T. J. Heavens.
 Waterbury, M. S. Crosby.
 Willimantic, A. B. Morrill.⁷
 Winsted, Walter G. Mitchell.³

DELAWARE.

New Castle, D. B. Jones.
 Wilmington, David W. Harlan.

DISTRICT OF COLUMBIA.

Washington, William B. Powell, super-
 intendent of public schools; G. F. T.
 Cook, superintendent of colored schools.

FLORIDA.

Jacksonville, Joel D. Mead.⁸
 Key West, C. F. Kemp.⁸
 Pensacola, N. B. Cook.⁸
 St. Augustine, R. F. Sabate.⁸
 Tampa, L. W. Buchholz.⁸

GEORGIA.

Albany, ———.
 Americus, Wm. Harper.
 Athens, G. G. Bond.
 Atlanta, W. F. Slaton.
 Augusta, Lawton B. Evans.
 Brunswick, A. I. Branham.
 Columbus, W. H. Woodall.
 Griffin, Bothwell Graham.
 Macon, B. M. Zettler.
 Rome, James C. Harris.
 Savannah, W. H. Baker.
 Thomasville, K. T. MacLean.⁸

¹ County superintendent; post-office, Jackson-
 ville.

² Resigned; name of successor not reported.

³ Principal.

⁴ Secretary of the board of school visitors.

⁵ Acting school visitor.

⁶ Principal of the high school.

⁷ President of the board of school visitors.

⁸ County superintendent.

City superintendents—Continued.

ILLINOIS.

Alton, Robert A. Haight.
 Aurora, District No. 5, J. H. Freeman.
 Austin, Newell D. Gilbert.
 Beardstown, M. Moore.
 Belleville, H. D. Updike.
 Bloomington, E. M. Van Petten.
 Braidwood, F. M. Muhlig.
 Cairo, T. C. Clendenen.
 Canton, C. M. Bardwell.
 Centralia, H. B. Farmer.
 Champaign, Robert L. Barton.
 Charleston, J. W. Henninger.
 Chicago, Albert G. Lane.
 Danville, O. E. Latham.¹
 Decatur, E. A. Gastman.
 Dixon, W. H. Williamson.
 Duquoin, J. E. Wooters.
 East St. Louis, James P. Slade.
 Elgin, H. F. Derr.
 Evanston, Homer H. Kingsley.
 Freeport, R. W. Burton.
 Galena, J. A. Williams.
 Galesburg, William L. Steele.
 Jacksonville, John R. Long.
 Joliet, D. H. Darling.
 Kankakee, F. N. Tracy.
 Kewanee, E. C. Rosseter.
 La Salle, L. A. Thomas.
 Lincoln, Ambrose M. Miller.
 Litchfield, W. F. Bromfield.
 Macomb, John McClenahan.
 Mattoon, B. F. Armitage.
 Moline, H. M. Slauson.
 Monmouth, James C. Burns.
 Oak Park, W. H. Hatch.
 Ottawa, D. R. A. Thorp.
 Pana, L. S. Ham.
 Paris, Alfred Harvey.
 Pekin, F. W. Reubelt.
 Peoria, Newton Charles Dougherty.
 Peru, Fred W. Smedley.
 Quincy, T. W. Macfall.
 Rock Island, S. S. Kemble.
 Rockford, P. R. Walker.
 Springfield, J. H. Collins.
 Sterling, District No. 3, Alfred Bayliss.
 Streator, B. B. Lakin.
 Wankegan, W. E. Toll.

INDIANA.

Anderson, John W. Carr.
 Bloomington, D. W. Leonard.
 Brazil, John C. Gregg.
 Columbus, J. A. Carnagey.
 Connersville, W. F. L. Sanders.
 Crawfordsville, Samuel E. Harwood.
 Elkhart, D. W. Thomas.
 Evansville, J. W. Layne.
 Fort Wayne, John S. Irwin.
 Frankfort, B. F. Moore.
 Goshen, William H. Sims.
 Greencastle, Robert A. Ogg.
 Hammond, W. C. Belman.
 Huntington, Robert I. Hamilton.

Indianapolis, L. H. Jones.
 Jeffersonville, P. P. Stultz.
 Kokomo, Sheridan Cox.
 La Fayette, Edward Ayres.
 La Porte, W. N. Hailmann.
 Lawrenceburg, W. H. Rucker.
 Logansport, Albert H. Douglass.
 Madison, D. M. Geeting.
 Marion, W. D. Weaver.
 Michigan City, James C. Black.
 Mount Vernon, H. P. Leavenworth.
 Muncie, W. R. Snyder.
 New Albany, J. B. Starr.
 Peru, W. J. Stratford.
 Richmond, Justin N. Study.
 Seymour, William S. Wood.
 Shelbyville, J. C. Eagle.
 South Bend, Calvin Moon.
 Terre Haute, William H. Wiley.
 Valparaiso, William H. Banta.
 Vincennes, Albert E. Humke.
 Wabash, M. W. Harrison.
 Washington, William F. Hoffman.

IOWA.

Atlantic, G. W. Samson.
 Boone, George I. Miller.
 Burlington, Robert McCay.¹
 Cedar Rapids, J. F. Merrill.
 Clinton, O. P. Bostwick.
 Council Bluffs, Hugh W. Sawyer.
 Creston, H. B. Larrabee.
 Davenport, J. B. Young.
 Des Moines: East Side, Amos Hiatt;
 West Side, F. B. Cooper; North Side,
 O. E. Smith.
 Dubuque, Thomas Hardie.²
 Fort Dodge, F. C. Wildes.
 Fort Madison, C. H. Dye.
 Iowa City, W. F. Cramer.
 Keokuk, W. W. Jamieson.
 Le Mars, E. N. Coleman.
 Lyons, H. E. Robbins.
 Marshalltown, C. P. Rogers.
 Mason City, A. R. Sale.
 Muscatine, F. M. Witter.
 Oskaloosa, Orion C. Scott.
 Ottumwa, A. W. Stuart.
 Sioux City, H. E. Kratz.
 Waterloo: East Side, F. J. Sessions; West
 Side, George A. Bateman.

KANSAS.

Argentine, H. A. Hollister.
 Arkansas City, D. R. Boyd.¹
 Atchison, J. H. Glotfelter.
 Emporia, John Dietrich.
 Fort Scott, Guy P. Benton.
 Hutchinson, J. A. McClain.
 Junction City, G. W. Kendrick.
 Kansas City, Arvin S. Olin.
 Lawrence, Edmund Stanley.
 Leavenworth, James E. Klock.
 Newton, J. W. Cooper.
 Ottawa, Frank P. Smith.
 Parsons, H. C. Ford.
 Pittsburg, C. M. Light.

¹ Resigned; name of successor not reported.² Secretary of the board of education.

City superintendents—Continued.

KANSAS—continued.

Salina, C. Y. Roop.
Topeka, William M. Davidson.
Wellington, John A. McClain.¹
Wichita, R. W. Stevenson.²
Winfield, J. W. Spindler.

KENTUCKY.

Ashland, John G. Crabbe.
Bowling Green, W. B. Wylie.
Covington, John W. Hall.
Dayton, R. M. Mitchell.
Frankfort, McHenry Rhoades.
Henderson, Edward S. Clark.
Hopkinsonville, Charles H. Dietrich.
Lexington, William Rogers Clay.
Louisville, George H. Tingley, jr.
Maysville, ———.
Newport, E. W. Weaver.
Owensboro, James McGinniss.
Paducah, George O. McBroom.
Paris, Clarence L. Martin.
Richmond, George W. Pickels.
Winchester, C. E. Lyddane.³

LOUISIANA.

Baton Rouge, Fred. J. Tunnard.⁴
New Orleans, Warren Easton.
Shreveport, John L. Hargrove.

MAINE.

Anburn, W. W. Stetson.
Augusta, J. O. Webster.⁵
Bangor, Miss Mary S. Snow.
Bath, J. C. Phillips.
Belfast, A. I. Brown.
Biddeford, Royal E. Gould.
Brewer, George Curtis.
Calais, A. J. Padelford.
Ellsworth, R. M. Peck.
Gardiner, O. B. Clason.⁶
Lewiston, Giles A. Stuart.
Portland, Orlando M. Lord.
Rockland, Fred. C. Russell.
Saco, Walter T. Goodale.
Waterville, J. E. Burke.

MARYLAND.

Annapolis, John C. Bannon.⁷
Baltimore, Henry A. Wise.
Cambridge, James L. Bryan.⁷
Cumberland, H. G. Weimer.⁷
Frederick, Ephraim L. Boblitz.⁷
Hagerstown, P. A. Witmer.⁷

MASSACHUSETTS.

Adams, Walter P. Beckwith.
Amesbury, Frank Savage.⁸

Attleboro, J. O. Tiffany.
Beverly, A. L. Safford.
Boston, Edwin P. Seaver.
Brockton, B. B. Russell.
Brookline, S. T. Dutton.
Cambridge, Francis Cogswell.
Chelsea, Eben H. Davis.
Chicopee, R. H. Perkins.
Clinton, Charles L. Hunt.
Danvers, A. P. Learoyd.
Dedham, Oscar S. Williams.
Everett, R. J. Condon.
Fall River, William Connell.
Fitchburg, Joseph G. Edgerly.
Framingham, O. W. Collins.
Gardner, Louis P. Nash.
Gloucester, Freeman Putney.
Haverhill, Albert L. Bartlett.
Holyoke, Edwin L. Kirtland.
Hyde Park, Richard M. Johnson.⁹
Lawrence, W. C. Bates.
Lowell, Arthur K. Whitcomb.
Lynn, Orsamus B. Bruce.
Malden, Charles A. Daniels.
Marblehead, John B. Gifford.
Marlboro, H. R. Roth.¹
Medford, Ephraim Hunt.
Melrose, Guy C. Channell.
Milford, S. F. Blodgett.
Natick, Charles E. Hussey.
New Bedford, William E. Hatch.
Newburyport, William P. Lunt.
Newton, George I. Aldrich.
North Adams, Anson D. Miner.
Northampton, Alvin F. Pease.
Peabody, Charles H. Goulding.⁸
Pittsfield, A. M. Edwards.
Plymouth, Charles Burton.
Quincy, H. W. Lull.
Salem, William A. Mowry.
Somerville, Clarence E. Meleney.¹
Southbridge, John T. Clarke.
Spencer, Wyman C. Fickett.
Springfield, Thomas M. Balliet.
Stoneham, Sarah A. Lynde.⁹
Taunton, C. F. Boyden.
Waltham, Henry Whittemore.
Watertown, George R. Dwelley.
Westfield, G. H. Danforth.
Weymouth, I. M. Norcross.
Woburn, F. B. Richardson.
Worcester, Albert P. Marble.

MICHIGAN.

Adrian, George W. Walker.
Alpena, L. S. Norton.
Ann Arbor, Walter S. Perry.
Au Sable, W. A. Morse.
Battle Creek, F. W. Arbury.
Bay City, J. W. Smith.
Big Rapids, James R. Miller.
Cadillac, George R. Catton.
Cheboygan, William C. Thompson.
Coldwater, Egbert L. Briggs.

¹ Resigned; name of successor not reported.² Resigned and subsequently died; name of successor not stated.³ County superintendent.⁴ Parish superintendent.⁵ Secretary of the board of school visitors.⁶ Chairman of the school board.⁷ County school examiner.⁸ Chairman of the school committee.⁹ Secretary of the school committee.

City superintendents—Continued.

MICHIGAN—continued.

Detroit, W. E. Robinson.
 Escanaba, O. R. Hardy.
 Flint, George M. Fisk.
 Grand Haven, Egbert L. Briggs.
 Grand Rapids, W. W. Chalmers.
 Ionia, C. L. Bemis.
 Iron Mountain, E. F. Abernethy.
 Ironwood, L. L. Wright.
 Ishpeming, Harlow Olcott.
 Jackson, District No. 1., T. L. Evans;
 District No. 17, Charles O. Hoyt.
 Kalamazoo, O. E. Latham.
 Lansing, Walter H. Cheever.
 Ludington, H. C. King.
 Manistee, Albert Jennings.
 Marquette, Anna M. Chandler.
 Menominee, Jesse Hubbard.
 Monroe, W. H. Honey.
 Mount Clemens, J. D. Lee.
 Muskegon, David Mackenzie.
 Negaunee, F. D. Davis.
 Niles, J. D. Schiller.
 Owosso, J. W. Simmons.
 Pontiac, F. E. Converse.
 Port Huron, John A. Stewart.
 Saginaw, east side, A. S. Whitney; west
 side, Edwin C. Thompson.
 Sault Ste. Marie, A. Jay Murray.
 Traverse City, Charles T. Grawn.
 West Bay City, J. E. Lemon.
 Ypsilanti, M. A. Whitney.

MINNESOTA.

Anoka, M. A. Stone.
 Brainerd, Edwin K. Cheadle.
 Duluth, Robert E. Denfield.
 Faribault, F. D. Budlong.
 Mankato, A. F. Bechdoit.
 Minneapolis, C. M. Jordan.
 Red Wing, Charles Dolan.
 Rochester, Edward G. Adams.
 St. Cloud, S. S. Parr.
 St. Paul, Charles B. Gilbert.
 Stillwater, Frank T. Wilson.
 Winona, Bucl T. Davis.

MISSISSIPPI.

Columbus, J. M. Barrow.
 Greenville, E. E. Bass.
 Jackson, J. C. Brooks.¹
 Meridian, Andrew A. Kincannon.
 Natchez, I. W. Henderson.
 Vicksburg, Edmund W. Wright.

MISSOURI.

Boonville, F. W. Ploger.
 Brookfield, W. H. Brownlee.²
 Cape Girardeau, T. E. Joyce.
 Carthage, J. M. White.
 Chillicothe, W. W. Griffith.

Clinton, Charles B. Reynolds.
 Columbia, James S. Stokes.
 Fulton, John P. Goss.
 Hannibal, R. B. D. Simonson.
 Independence, William F. Bahlmann.
 Jefferson City, J. U. White.
 Joplin, R. D. Shannon.
 Kansas City, J. M. Greenwood.
 Lexington, H. D. Demand.
 Louisiana, A. P. Settle.
 Marshall, R. H. Emberson.
 Maryville, E. J. H. Beard.
 Mexico, W. T. Carrington.
 Moberly, E. M. Sparrow.
 Nevada, W. J. Hawkins.
 Rich Hill, J. C. Ryan.
 St. Charles, George W. Jones.
 St. Joseph, Edward B. Neely.
 St. Louis, Edward H. Long.
 Sedalia, A. J. Smith.
 Springfield, Jonathan Fairbanks.
 Trenton, Jason L. Rippetoe.
 Warrensburg, F. E. Holiday.
 Webb City, W. J. Stevens.

MONTANA.

Butte City, J. A. Riley.
 Helena, R. G. Young.

NEBRASKA.

Beatrice, C. G. Pearse.
 Fremont, Daniel Miller.
 Grand Island, Robert J. Barr.
 Hastings, Edwin N. Brown.
 Kearney, Jesse T. Morey.
 Lincoln, Frank Strong.
 Nebraska City, W. H. Skinner.
 Omaha, Frank A. Fitzpatrick.
 Plattsmouth, F. C. McClellan.
 South Omaha, A. A. Munroe.

NEVADA.

Virginia City, C. E. Mack.

NEW HAMPSHIRE.

Concord, Louis J. Rundlett.
 Dover, Channing Folsom.
 Keene, Charles H. Douglas.
 Manchester, William E. Buck.
 Nashua, James H. Fassett.
 Portsmouth, J. Clifford Simpson.
 Rochester, Charles W. Brown.

NEW JERSEY.

Atlantic City, William B. Londenslager.
 Bayonne, Charles M. Davis.
 Bordentown, William Macfarland.³
 Bridgeton, John S. Turner.
 Burlington, Wilbur Watts.³
 Camden, Martin V. Bergen.
 Elizabeth, J. Augustus Dix.
 Gloucester City, J. C. Stinson.

¹ Resigned; name of successor not reported.² Secretary of the school board.³ Principal.

City superintendents—Continued.

NEW JERSEY—continued.

Hackensack, C. D. Bogart,¹
 Harrison, John Dwyer,²
 Hoboken, David E. Rue.
 Jersey City, Henry Snyder.
 Lambertville, George Pierson.
 Long Branch, C. Gregory.
 Millville, E. C. Stokes.
 Morristown, W. L. R. Haven.
 New Brunswick, George G. Ryan.
 Newark, William N. Barringer.
 Orange, Usher W. Cutts.
 Passaic, H. H. Hutton.
 Paterson, J. A. Reinhart.
 Perth Amboy, C. C. Hommann.
 Phillipsburg, H. Budd Howell.
 Plainfield, Henry M. Maxson.
 Rahway, Elihu B. Silvers.
 Red Bank, Samuel Lockwood,²
 Salem, Robert Gwynne, jr.
 South Amboy, W. L. Heinekin.
 Trenton, B. C. Gregory,³
 Union (*i. e.*, Town of Union, Hudson Co.),
 Otto Ortel.⁴

NEW MEXICO.

Santa Fe, John P. Victory.

NEW YORK.

Albany, Charles W. Cole.
 Albion, Freeman A. Greene.
 Amsterdam, J. W. Kimball, John G. Ser-
 viss.
 Auburn, Benjamin B. Snow.
 Batavia, John Kennedy.
 Binghamton, Marcus W. Scott.
 Brooklyn, William H. Maxwell.
 Buffalo, Henry P. Emerson.
 Canandaigua, Henry L. Taylor.
 Catskill, E. S. Harris.
 Cohoes, William J. McClusky.
 College Point, Mary L. Lyles.¹
 Corning, Leigh R. Hunt.
 Cortland, Frank Place.
 Dunkirk, J. W. Babcock.
 Edgewater,⁵ J. J. Kenney.⁶
 Elmira, E. J. Beardsley.
 Flushing, E. H. Cook.
 Fulton, B. G. Clapp.¹
 Geneva, William H. Truesdale.
 Glens Falls, Sherman Williams.
 Gloversville, James A. Estee.
 Green Bush, H. R. Jolley.
 Green Island, James Heatly.
 Haverstraw, L. O. Markham.¹
 Hempstead, Albert C. Almy.
 Hoosick Falls, John E. Shull.¹
 Hornellsville, W. R. Prentice.
 Hudson, William S. Hallenbeck.

Ilion, Judson I. Wood.
 Ithaca, Luther C. Foster.
 Jamaica, District No. 4, William J. Bal-
 lard; District No. 7, Cyrus E. Smith.
 Jamestown, Rovillus R. Rogers.
 Johnstown, William S. Snyder.
 Kingston, Charles M. Ryon.⁷
 Lansingburg, George F. Sawyer.
 Little Falls, Thomas Caswell.
 Lockport, Emmet Belknap.
 Long Island City, Sheldon J. Pardee.
 Lyons, W. H. Kinney.
 Malone, Sarah L. Perry.
 Matteawan, Walter S. Allen.¹
 Medina, Henry Pease.
 Middletown, James F. Tuthill.
 Mount Vernon, Charles E. Nichols.
 New Brighton, J. J. Kenney.⁸
 New Rochelle, Isaac E. Young.
 New York, John Jasper.
 Newburg, R. V. K. Montfort.
 Niagara Falls, N. L. Benham.
 North Tonawanda, Clinton S. Marsh.
 Norwich, Elbert W. Griffith.
 Nyack, Ira H. Lawton.
 Ogdensburg, Barney Whitney.
 Olean, Fox Holden.
 Oneida, F. W. Jennings.¹
 Oneonta, Nathaniel N. Bull.
 Oswego, E. J. Hamilton.⁹
 Owego, Edwin P. Recordon.
 Peekskill: District No. 7, John Millar;
 District No. 8, A. D. Dunbar.
 Penn Yan, F. T. Schults.
 Plattsburg, George J. McAndrew.
 Port Chester, John C. Rockwell.
 Port Jervis, John M. Dolph.
 Port Richmond, Orry H. Hoag.
 Poughkeepsie, Edward Burgess.
 Rochester, Milton Noyes.
 Rome, M. J. Michael.
 Saratoga Springs, Thomas R. Kneil
 Saugerties, Frederick T. Russell.¹⁰
 Schenectady, S. B. Howe.
 Seneca Falls, F. S. Porter.
 Sing Sing, J. Irving Gorton.
 Suspension Bridge, H. C. Hustleby,¹ R. H.
 Coe.¹
 Syracuse, A. B. Blodgett.
 Tonawanda, Henry Pease.¹
 Troy, Edwin E. Ashley.
 Utica, George Griffith.
 Waterloo, F. C. Wilber.¹
 Watertown, William G. Williams.
 Waverly, P. M. Hull.¹
 West Troy, James R. Main.¹¹
 White Plains, Charles A. Genung.¹
 Whitehall, W. W. Howe.
 Yonkers, Charles E. Gorton.

NORTH CAROLINA.

Asheville, Philander P. Claxton.
 Charlotte, Alexander Graham.

¹ Principal.² County superintendent; post-office, Freehold.³ Supervising principal.⁴ Post-office, Weehawken.⁵ Post-office, Stapleton.⁶ School commissioner; post-office, New Brighton.⁷ Superintendent of the "Kingston school dis-
 trict," which does not include the entire city.⁸ School commissioner.⁹ Died; name of successor not reported.¹⁰ Chairman of the board of school trustees.¹¹ School commissioner; post-office, Guilderland.

City superintendents—Continued.

NORTH CAROLINA—continued.

Concord, James P. Cook.¹
 Durham, Edwin W. Kennedy.
 Fayetteville, B. C. Melver.
 Goldsboro, J. Y. Joyner.
 Henderson, L. R. Crocker.²
 Newbern, John S. Long.
 Raleigh, Edward P. Moses.
 Salisbury, R. G. Kizer.
 Wilmington, M. C. S. Noble.
 Winston, John J. Blair.

NORTH DAKOTA.

Fargo, Darius Steward.
 Grand Forks, C. H. Clemmer.

OHIO.

Akron, Elias Fraunfelter.
 Alliance, John E. Morris.
 Ashtabula, J. S. Lowe.
 Avondale, A. B. Johnson.
 Bellaire, Benjamin T. Jones.
 Bellefontaine, Henry Whitworth.
 Brooklyn, H. L. Peck.
 Bucyrus, F. M. Hamilton.
 Cambridge, Alva B. Hall.³
 Canton, James J. Burns.
 Chillicothe, E. S. Cox.
 Cincinnati, William H. Morgan.
 Circleville, M. H. Lewis.
 Cleveland, A. S. Draper.
 Columbus, J. A. Shawan.
 Dayton, W. J. White.
 Defiance, J. W. McInnis.
 Delaware, D. E. Cowgill.
 Delphos, E. W. Hastings.
 East Liverpool, Alfred E. Gladding.
 Elyria, Henry M. Parker.
 Findlay, J. W. Zeller.
 Fostoria, H. L. Frank.
 Fremont, W. W. Ross.
 Galion, A. W. Lewis.
 Gallipolis, J. B. Mohler.
 Greenville, F. Gillum Cromer.
 Hamilton, C. C. Miller.
 Ironton, William R. Comings.
 Jackson, J. E. Kinnison.
 Kenton, E. P. Dean.
 Lancaster, Elijah Burgess.
 Lima, J. M. Greenslade.
 Lorain, F. D. Ward.
 Mansfield, John Simpson.
 Marietta, W. W. Boyd.
 Marion, Arthur Powell.
 Martin's Ferry, J. E. Mannix.⁴
 Massillon, E. A. Jones.
 Middletown, B. B. Harlan.
 Mount Vernon, Lewis D. Bonebrake.
 Nelsonville, Fletcher S. Coultrap.⁴
 New Philadelphia, Charles Hauptert.

Newark, J. C. Hartzler.
 Niles, F. J. Roller.
 Norwalk, A. D. Beechy.
 Oberlin, George W. Waite.
 Painesville, George W. Ready.
 Piqua, C. W. Bennett.
 Pomeroy, Morris Bowers.
 Portsmouth, Thomas Vickers.
 Salem, M. E. Hard.
 Sandusky, E. J. Shives.
 Sidney, M. A. Yarnell.
 Springfield, W. H. Weir.
 Steubenville, Henry Ney Mertz.
 Tiffin, J. H. Snyder.
 Toledo, Harvey W. Compton.
 Troy, C. L. Van Cleve.
 Urbana, W. McK. Vance.
 Van Wert, W. T. Bushman.
 Warren, R. S. Thomas.
 Washington C. H., N. H. Chaney.
 Wellston, Timothy S. Hogan.
 Wellsville, J. L. McDonald.
 West Cleveland, C. V. McGinnis.
 Wooster, W. S. Eversole.⁴
 Xenia, Edwin B. Cox.
 Youngstown, F. Trendley.
 Zanesville, W. D. Lash.

OKLAHOMA.

Oklahoma, F. H. Umholtz.

OREGON.

Astoria, R. N. Wright.
 Portland, I. W. Pratt.
 Salem, Mrs. Sarelia G. Grubbe.

PENNSYLVANIA.

Allegheny, John Morrow.
 Allentown, F. D. Raulb.
 Altoona, D. S. Keith.
 Archbald, R. N. Davis.
 Ashland, William C. Estler.
 Beaver Falls, J. M. Reed.
 Bethlehem, Thomas Farquhar.
 Bloomsburg, L. P. Sterner.⁵
 Bradnock, E. W. Moore.⁵
 Bradford, Henry Rupp Roth.
 Bristol, Matilda S. Booz.
 Butler, Ebenezer Mackey.
 Carbondale, John J. Forbes.
 Carlisle, C. P. Humrich; ⁶Maggie Landis.⁵
 Chambersburg, William H. Hockenberry.
 Chester, Charles F. Foster.
 Columbia, S. H. Hoffman.
 Connellsville, John S. Church.
 Conshohocken, J. Horace Landis.
 Corry, A. D. Colegrove.
 Danville, W. D. Steinbach.
 Du Bois, Zac. T. Meixel.⁵
 Dunmore, Jeremiah E. Hawker.
 Easton, William W. Cottingham.
 Erie, H. C. Missimer.

¹ County superintendent.² County superintendent; post-office, Middleburg.³ Principal of the High School.⁴ Resigned; name of successor not reported.⁵ Principal.⁶ Secretary of the school board.

City superintendents—Continued.

PENNSYLVANIA—continued.

Franklin, N. P. Kinsley.
 Greensburg, ———
 Harrisburg, Lemuel O. Fooso.
 Hazleton, David A. Harman.
 Homestead, J. C. Kendall.¹
 Huntingdon, William M. Benson.
 Johnstown, T. B. Johnston.
 Lancaster, R. K. Buehrle.
 Lanstord, A. S. Beisel.²
 Lebanon, Cyrus Boger.
 Lock Haven, John A. Robb.
 McKeesport, Perry A. Shanor.
 Mahanoy City, Frank Seward Miller.
 Mauch Chunk, James J. Bevan.
 Meadville, Henry V. Hotchkiss.
 Middletown, H. H. Weber.
 Milton, S. O. Goho.
 Monongahela City, E. W. Dalby.¹
 Mount Carmel, Samuel H. Dean.
 Nanticoke, Clarence B. Miller.
 New Brighton, J. Burdette Richey.
 New Castle, Frank M. Bullock.
 Norristown, Joseph K. Gotwals.
 Oil City, C. A. Babcock.
 Olyphant, M. W. Cumming.
 Philadelphia, Edward Brooks.
 Phoenixville, Harry F. Leister.
 Pittsburg, George J. Luckey.
 Pittston, Robert Shiel.³
 Plymouth (borough), Irving A. Heikes.⁴
 Pottstown, William W. Rupert.
 Pottsville, B. F. Patterson.
 Reading, Samuel A. Baer.
 Renovo, D. M. Brungard.
 Scranton, George W. Phillips.
 Shamokin, William F. Harpel.
 Sharon, J. W. Canon.
 Sharpsburg, E. B. McRoberts.
 Shenandoah, L. A. Freeman.
 South Bethlehem, Owen R. Wilt.
 South Chester, ⁴ A. G. C. Smith.⁵
 South Easton, ⁶ Samuel E. Shull.
 Steelton, L. E. McGinnis.
 Sunbury, C. D. Oberdorf.¹
 Tamaqua, Robert T. Ditchburn.
 Tarentum, B. S. Hunnell.
 Titusville, R. M. Streeter.
 Towanda, Minor Terry.¹
 Tyrone, C. E. Kauffman.
 Uniontown, Lee Smith.
 Warren, W. L. MacGowan.
 Washington, A. G. Braden.
 West Chester, Addison Jones.
 Wilkesbarre, James M. Coughlin.
 Wilkesburg, J. D. Anderson.
 Williamsport, Samuel Transeau.
 York, Atreus Wanner.

RHODE ISLAND.

Bristol, J. P. Reynolds.
 Central Falls, Frank O. Draper.

East Providence, George N. Bliss.
 Newport, Benjamin Baker.
 Olneyville, ——— Wright.
 Pawtucket, Gilman C. Fisher.
 Providence, Horace S. Tarbell.
 Westerly, Charles H. Babcock.
 Woonsocket, F. E. McFee.

SOUTH CAROLINA.

Charleston, Henry P. Archer.
 Columbia, D. B. Johnson.
 Greenville, William S. Morrison.
 Spartanburg, P. T. Brodie.

SOUTH DAKOTA.

Sioux Falls, A. M. Rowe.

TENNESSEE.

Chattanooga, A. T. Barrett.
 Clarksville, J. W. Graham.
 Columbia, C. M. Charles.
 Jackson, Thomas H. Paine.
 Johnson City, R. H. Freeland.
 Knoxville, Albert Ruth.
 Memphis, Charles H. Collier.
 Nashville, Z. H. Brown.

TEXAS.

Austin, John B. Winn.
 Brenham, W. H. Flynn.
 Brownsville, J. F. Cummings.
 Corpus Christi, Charles W. Crossley.
 Corsicana, E. M. Faust.
 Dallas, T. G. Harris.
 Denison, William Gay.
 El Paso, W. H. Savage.
 Fort Worth, P. M. White.
 Gainesville, E. F. Comegys.
 Galveston, Oscar H. Cooper.
 Greenville, J. H. Van Amburgh.
 Houston, W. S. Sutton.
 Laredo, F. A. Parker.
 Marshall, Chesley F. Adams.
 Palestine, E. M. Pace.
 Paris, D. R. Cully.
 San Antonio, J. E. Smith.
 Sherman, W. Leonard Lemmon.
 Temple, W. T. Hamner.
 Tyler, P. V. Pennybacker.
 Waco, Mrs. Willie D. House.

UTAH.

Logan, E. W. Greene.⁷
 Ogden City, R. S. Page.³
 Provo City, Ervin A. Wilson.
 Salt Lake City, J. F. Millsbaugh.

VERMONT.

Barre, Sherman E. Bishop.¹
 Brattleboro, James H. Babbitt.

¹ Principal.² Resigned; name of successor not reported.³ Supervising principal.⁴ Post-office, Chester.⁵ County superintendent; post-office, Media.⁶ Post-office, Easton.⁷ County superintendent.

City superintendents—Continued.

VERMONT—continued.

Burlington, Henry O. Wheeler.
 Rutland, Edward L. Temple.
 St. Albans, F. H. Dewart.

VIRGINIA.

Alexandria, Kosciusko Kemper.
 Charlottesville, F. W. Lane.
 Danville, John A. Herndon.
 Fredericksburg, E. M. Crutchfield.
 Lynchburg, E. C. Glass.
 Manchester, A. H. Fitzgerald.¹
 Newport News, J. H. Crafford.²
 Norfolk, K. C. Murray.
 Petersburg, D. M. Brown.
 Portsmouth, John C. Ashton.
 Richmond, William F. Fox.
 Roanoke, Rush U. Derr.
 Staunton, W. W. Robertson.
 Winchester, Maurice M. Lynch.

WASHINGTON.

Fairhaven, C. W. Albright.
 New Whatcom, G. B. Johnson.
 Olympia, B. W. Brintnall.
 Port Townsend, O. B. Grant.
 Seattle, Frank J. Barnard.
 Spokane Falls, D. Bemiss.
 Tacoma, Henry M. James.
 Walla Walla, R. C. Kerr.

WEST VIRGINIA.

Charlestown, George S. Laidley.
 Huntington, James M. Lee.
 Martinsburg, J. A. Cox.
 Parkersburg, W. M. Straus.
 Wheeling, W. H. Anderson.

WISCONSIN.

Antigo, J. C. Martin.
 Appleton, Mrs. Ruth Winslow.
 Ashland, J. M. Turner.
 Baraboo, E. C. Wiswall.
 Beaver Dam, James J. Dick.
 Beloit, C. W. Merriman.
 Berlin, Perry Niskern.
 Chippewa Falls, B. Gardinier.
 Eau Claire, J. K. McGregor.
 Fond du Lac, Ed. McLaughlin.
 Fort Howard, A. W. Burton.
 Green Bay, F. T. Oldt.
 Janesville, D. D. Mayne.
 Kaukauna, H. S. Cooke.
 Kenosha, D. A. Mahoney.
 La Crosse, Albert Hardy.
 Madison, R. B. Dudgeon.
 Manitowoc, H. Evans.
 Marinette, J. F. Powell.
 Menasha, M. M. Schoetz.
 Menominee, Judson E. Hoyt.
 Merrill, Francis E. Matthews.
 Milwaukee, George W. Peckham.
 Neenah, J. N. Stone.
 Oconto, J. E. Loftus.
 Oshkosh, Rufus H. Halsey.
 Portage, A. C. Kellogg.
 Racine, O. C. Seelye.
 Sheboygan, J. E. Riordan.³
 Stevens Point, Henry A. Simonds.
 Superior, A. W. Rankin.
 Watertown, C. F. Viebahn.
 Waukesha, George H. Reed.
 Wausau, William R. Moss.
 White Water, C. H. Sylvester.

WYOMING.

Cheyenne, James O. Churchill.
 Laramie, F. W. Lee.

¹ Principal.² County superintendent; post-office, Lee Hall.³ Principal of the high school, and in charge of the schools of the city.

III.—COLLEGE PRESIDENTS.

I.—Colleges for males and coeducational colleges of liberal arts.

| Name. | University or college. | Address. |
|---------------------------------------|---|----------------------------|
| B. F. Riley, D. D | Howard College | East Lake, Ala. |
| A. S. Andrews, D. D., LL. D. | Southern University | Greensboro, Ala. |
| George R. McNeill, A. M | La Fayette College | La Fayette, Ala. |
| ..... | Lineville College | Lineville, Ala. |
| J. M. Bledsoe | Scottsboro College | Scottsboro, Ala. |
| Charles L. Purce, D. D | Selma University | Selma, Ala. |
| James Lonergan, S. J | Spring Hill College | Spring Hill, Ala. |
| R. C. Jones, LL. D | University of Alabama | University, Ala. |
| Theo. B. Comstock, SC. D | University of Arizona | Tucson, Ariz. |
| John W. Conger, A. M | Ouachita Baptist College | Arkadelphia, Ark. |
| Eugene R. Long, PH. D | Arkansas College | Batesville, Ark. |
| A. C. Millar, A. M | Hendrix College | Conway, Ark. |
| M. L. Curl, D. D | Little Rock University | Little Rock, Ark. |
| Thomas Mason, A. M., D. D | Philander Smith College | Do. |
| Martin Kellogg, A. M | University of California | Berkeley, Cal. |
| Wm. Henslee, A. B | Pierce Christian College | College City, Cal. |
| W. C. Sawyer, PH. D., acting pres. | University of the Pacific | College Park, Cal. |
| James C. Keith, A. B | Washington College | Irvington, Cal. |
| A. J. Meyer, C. M | St. Vincent's College | Los Angeles, Cal. |
| ..... | Southern California College | Do. |
| J. N. Beard, D. D | Napa College | Napa, Cal. |
| S. B. Morse, D. D | California College | Oakland, Cal. |
| Brother Cieran | St. Mary's College | Do. |
| D. S. Jordan, PH. D., LL. D | Leland Stanford Junior Uni- versity. | Palo Alto, Cal. |
| Henry Imoda, S. J | St. Ignatius College | San Francisco, Cal. |
| John Pinasco, S. J | Santa Clara College | Santa Clara, Cal. |
| D. C. Kelley, D. D | Pacific Methodist College | Santa Rosa, Cal. |
| J. P. Widney, A. M., M. D | University of Southern Cal- ifornia. | University, Cal. |
| J. G. Huber | San Joaquin Valley College | Woodbridge, Cal. |
| A. M. Elston, A. M | Hesperian College | Woodland, Cal. |
| James H. Baker, LL. D | University of Colorado | Boulder, Colo. |
| Wm. F. Slocum, jr., A. B | Colorado College | Colorado Springs, Colo. |
| Henry M. Goodell, A. M | Presbyterian College of the Southwest. | Del Norte, Colo. |
| Wm. F. McDowell, PH. D., S. T. B. | University of Denver | University, Colo. |
| George W. Smith, D. D., LL. D .. | Trinity College | Hartford, Conn. |
| B. P. Raymond, D. D., LL. D | Wesleyan University | Middletown, Conn. |
| Timothy Dwight, D. D., LL. D .. | Yale University | New Haven, Conn. |
| Albert N. Raub, PH. D | Delaware College | Newark, Del. |
| James C. Welling, LL. D | Columbian University | Washington, D. C. |
| J. Havens Richards, S. J | Georgetown University | Do. |
| Jeremiah E. Rankin, D. D., LL. D | Howard University | Do. |
| E. M. Gallaudet, PH. D., LL. D .. | National Deaf Mute College | Do. |
| John F. Forbes, PH. D | John B. Stetson University | De Land, Fla. |
| W. F. Melton, A. M | Florida Conference College | Leesburg, Fla. |
| George M. Edgar, LL. D | Seminary West of the Suwan- nee River. | Tallahassee, Fla. |
| J. H. Ford, A. M., acting pres. | Rollins College | Winter Park, Fla. |
| Wm. E. Boggs, D. D., LL. D | University of Georgia | Athens, Ga. |
| Horace Bumstead, D. D | Atlanta University | Atlanta, Ga. |
| Frank J. Amis, B. S | Bowdon College | Bowdon, Ga. |
| Lamont Gordon, B. S | Buford College | Buford, Ga. |
| C. B. La Hatte, PH. D | Gainesville College | Gainesville, Ga. |
| G. A. Nunnally, D. D | Mereer University | Macon, Ga. |
| W. A. Candler, D. D | Emory College | Oxford, Ga. |

I.—Colleges for males and coeducational colleges of liberal arts—Cont'd.

| Name of president. | University or college. | Address. |
|--|-------------------------------------|----------------------------|
| W. H. Hickman, D. D. | Clarke University | South Atlanta, Ga. |
| Franklin B. Gault | University of Idaho | Moscow, Idaho. |
| J. G. Evans, D. D., LL. D. | Hedding College | Abingdon, Ill. |
| Wm. H. Wilder, A. M., D. D. | Illinois Wesleyan University | Bloomington, Ill. |
| M. J. Marsile, C. S. V. | St. Viateur's College | Bourbonnais Grove, Ill. |
| Richard Edwards, LL. D. | Blackburn University | Carlinville, Ill. |
| Holmes Dysinger, D. D. | Carthage College | Carthage, Ill. |
| Thomas J. Burrill, PH. D. | University of Illinois | Champaign, Ill. |
| Thomas S. Fitzgerald, S. J. | St. Ignatius College | Chicago, Ill. |
| Wm. R. Harper, PH. D., D. D. | University of Chicago | Do. |
| Daniel Irion | Evangelical Proseminary | Elmhurst, Ill. |
| Carl Johann, A. M., LL. D. | Eureka College | Eureka, Ill. |
| Henry W. Rogers, LL. D. | Northwestern University | Evanston, Ill. |
| J. A. Leavitt | Ewing College | Ewing, Ill. |
| W. A. Pratt, A. M. | Northern Illinois College | Fulton, Ill. |
| J. H. Finley, A. M. | Knox College | Galesburg, Ill. |
| John V. N. Standish, PH. D. | Lombard University | Do. |
| John E. Bradley, PH. D. | Illinois College | Jacksonville, Ill. |
| John M. Coulter, PH. D., LL. D. | Lake Forest University | Lake Forest, Ill. |
| Thomas H. Herdman, D. D. | McKendree College | Lebanon, Ill. |
| A. E. Turner, A. M. | Lincoln University | Lincoln, Ill. |
| J. B. McMichael, D. D. | Monmouth College | Monmouth, Ill. |
| H. J. Kiekhoefer, A. M. | Northwestern College | Naperville, Ill. |
| B. W. Baker, A. M. | Chaddock College | Quincy, Ill. |
| A. Mueller, O. S. F. | St. Francis Solanus College | Do. |
| Olof Olsson | Augustana College | Rock Island, Ill. |
| Nicholas Leonard, O. S. F. | St. Joseph's Diocesan College | Teutopolis, Ill. |
| A. A. Kendrick, D. D. | Shurtleff College | Upper Alton, Ill. |
| W. H. Klinefelter, A. M. | Westfield College | Westfield, Ill. |
| Chas. A. Blanchard | Wheaton College | Wheaton, Ill. |
| Geo. S. Burroughs, PH. D., D. D. | Indiana University | Bloomington, Ind. |
| Andrew Baepier | Wabash College | Crawfordsville, Ind. |
| T. C. Reade, A. M. | Indiana Normal University | Evansville, Ind. |
| William T. Stott, D. D. | Concordia College | Fort Wayne, Ind. |
| John P. D. John, D. D. | Taylor University | Do. |
| D. W. Fisher, D. D., LL. D. | Franklin College | Franklin, Ind. |
| W. H. Davis | De Pauw University | Greencastle, Ind. |
| Scot Butler, A. M. | Hanover College | Hanover, Ind. |
| L. J. Aldrich, A. M., D. D. | Hartsville College | Hartsville, Ind. |
| John H. Martin, A. M., D. D. | Butler University | Irvington, Ind. |
| Thomas E. Walsh, C. S. C. | Union Christian College | Merom, Ind. |
| Joseph J. Mills, A. M., LL. D. | Moore's Hill College | Moore's Hill, Ind. |
| F. E. Knopf | University of Notre Dame | Notre Dame, Ind. |
| Fintan Mundwiler, O. S. B. | Earlham College | Richmond, Ind. |
| James Marshall, A. M., D. D. | Ridgeville College | Ridgeville, Ind. |
| Frederick Schaub, A. M. | St. Meinrad's College | St. Meinrad, Ind. |
| W. W. Chandler, PH. D. | Coe College | Cedar Rapids, Iowa. |
| Wm. S. Perry, D. D., LL. D., D. C. L. | German English College | Charles City, Iowa. |
| Laur. Larsen | Amity College | College Springs, Iowa. |
| H. L. Stetson, D. D. | Griswold College | Davenport, Iowa. |
| G. T. Carpenter, A. M., LL. D. | Luther College | Decorah, Iowa. |
| Ambrose C. Smith, D. D. | Des Moines College | Des Moines, Iowa. |
| John W. Bissel, A. M., D. D. | Drake University | Do. |
| George A. Gates | Parsons College | Fairfield, Iowa. |
| Alexander G. Wilson, D. D. | Upper Iowa University | Fayette, Iowa. |
| Fletcher Brown, A. M., B. D. | Iowa College | Grinnell, Iowa. |
| Charles A. Schaeffer, PH. D. | Lenox College | Hopkinton, Iowa. |
| Frederick Munz | Simpson College | Indianola, Iowa. |
| C. L. Stafford, D. D. | State University of Iowa | Iowa City, Iowa. |
| Wm. F. King, LL. D. | German College | Mount Pleasant, Iowa. |
| | Iowa Wesleyan University | Do. |
| | Cornell College | Mount Vernon, Iowa. |

I.—Colleges for males and coeducational colleges of liberal arts—Cont'd.

| Name of president. | University or college. | Address. |
|--|---|-----------------------|
| A. M. Haggard, A. M. | Oskaloosa College. | Oskaloosa, Iowa. |
| Abraham Rosenberger, A. B., LL. B. | Penn College. | Do. |
| John Stuart, B. D., PH. D. | Central University of Iowa. | Pella, Iowa. |
| Wilmot Whitfield, D. D. | University of the Northwest. | Sioux City, Iowa. |
| John M. Linn, A. M. | Buena Vista College. | Storm Lake, Iowa. |
| Wm. M. Brooks, A. M. | Tabor College. | Tabor, Iowa. |
| A. M. Beal, A. M. | Western College. | Toledo, Iowa. |
| George Grossmann. | Wartburg College. | Waverly, Iowa. |
| Jacob A. Clutz, D. D. | Midland College. | Atchison, Kans. |
| Innocent Wolf, O. S. B., D. D. | St. Benedict's College. | Do. |
| Wm. A. Quayle, A. M. | Baker University. | Baldwin, Kans. |
| J. D. Hewitt, D. D. | College of Emporia. | Emporia, Kans. |
| J. A. Weller, D. D. | Central College. | Enterprise, Kans. |
| Albert B. Irwin, A. M. | Highland University. | Highland, Kans. |
| E. J. Hoenshel. | Campbell University. | Holton, Kans. |
| F. H. Snow, PH. D., LL. D. | University of Kansas. | Lawrence, Kans. |
| C. M. Brooke, A. M. | Lane University. | Lecompton, Kans. |
| C. A. Swenson, A. M. | Bethany College. | Lindsborg, Kans. |
| F. W. Colegrave, A. M. | Ottawa University. | Ottawa, Kans. |
| Henry J. Votel, S. J. | St. Mary's College. | St. Mary's, Kans. |
| Aaron Schnyder, LL. D. | Kansas Wesleyan University. | Salina, Kans. |
| F. M. Spencer, D. D. | Cooper Memorial College. | Sterling, Kans. |
| Peter McVicar, A. M., D. D. | Washburn College. | Topeka, Kans. |
| ..... | Garfield Central Memorial University. | Wichita, Kans. |
| Edward T. Mathes, B. S. | Wichita University. | Do. |
| Milton E. Phillips, D. D. | Southwest Kansas College. | Winfield, Kans. |
| Wm. G. Frost, PH. D. | Berea College. | Berea, Ky. |
| Wm. A. Obenchain, A. M. | Ogden College. | Bowling Green, Ky. |
| W. C. Young, D. D. | Centre College. | Danville, Ky. |
| W. S. Giltner, A. M. | Eminence College. | Eminence, Ky. |
| D. F. Boyd. | Kentucky Military Institute. | Farmdale, Ky. |
| R. M. Dudley, D. D. | Georgetown College. | Georgetown, Ky. |
| A. C. Kuykendall. | South Kentucky College. | Hopkinsville, Ky. |
| J. C. Gordon, B. S. | Garrard College. | Lancaster, Ky. |
| Charles L. Loos. | Kentucky University. | Lexington, Ky. |
| Chas. E. Stoaks, A. M. | Hopkins College. | Madisonville, Ky. |
| L. H. Blanton, D. D. | Central University. | Richmond, Ky. |
| W. S. Ryland, D. D. | Bethel College. | Russellville, Ky. |
| David Fennessy. | St. Mary's College. | St. Mary's, Ky. |
| E. M. Coleman. | West Kentucky Classical and Normal College. | South Carrollton, Ky. |
| D. W. Batson, A. M. | Kentucky Wesleyan College. | Winchester, Ky. |
| J. W. Nicholson, A. M. | Louisiana State University. | Baton Rouge, La. |
| James H. Blenk, S. M. | Jefferson College. | Convent, La. |
| W. L. C. Hunnicutt, D. D. | Centenary College of Louisi- ana. | Jackson, La. |
| C. W. Tomkies. | Keachie College. | Keachie, La. |
| D. McKiniry, S. J. | College of the Immaculate Conception. | New Orleans, La. |
| E. C. Mitchell, D. D. | Leland University. | Do. |
| L. G. Adkinson, D. D. | New Orleans University. | Do. |
| Oscar Atwood, A. M. | Straight University. | Do. |
| Wm. P. Johnston, LL. D. | Tulane University. | Do. |
| William De Witt Hyde, D. D. | Bowdoin College. | Brunswick, Me. |
| Oren B. Cheney, D. D. | Bates College. | Lewiston, Me. |
| B. L. Whitman, A. M. | Colby University. | Waterville, Me. |
| Thomas Fell, PH. D., LL. D. | St. John's College. | Annapolis, Md. |
| D. C. Gilman, LL. D. | Johns Hopkins University. | Baltimore, Md. |
| Francis J. Wagner, D. D. | Loyola College. | Do. |
| John A. Morgan, S. J. | Morgan College. | Do. |
| Charles W. Reid, PH. D. | Washington College. | Chestertown, Md. |

I.—Colleges for males and coeducational colleges of liberal arts—Cont'd.

| Name of president. | University or college. | Address. |
|---|---|--------------------------|
| Brother Denis..... | Rock Hill College..... | Ellicott City, Md. |
| F. L. M. Dumont, D. D..... | St. Charles College..... | Do. |
| Edward P. Allen, D. D..... | Mount St. Mary's College..... | Mount St. Mary's, Md. |
| A. M. Jelly, D. D..... | New Windsor College..... | New Windsor, Md. |
| Thomas H. Lewis, A. M., D. D..... | Western Maryland College..... | Westminster, Md. |
| Merrill E. Gates, PH. D., LL. D., L. H. D. | Amherst College..... | Amherst, Mass. |
| Edward I. Devitt, S. J..... | Boston College..... | Boston, Mass. |
| William F. Warren, LL. D..... | Boston University..... | Do. |
| Charles W. Eliot, LL. D..... | Harvard University..... | Cambridge, Mass. |
| Calvin E. Amaron, A. M., B. D..... | French Protestant College..... | Springfield, Mass. |
| Elmer H. Capen, D. D..... | Tufts College..... | Tufts College, Mass. |
| Franklin Carter, PH. D., LL. D..... | Williams College..... | Williamstown, Mass. |
| G. Stanley Hall, PH. D., LL. D..... | Clark University..... | Worcester, Mass. |
| Michael A. O'Kane, S. J..... | College of the Holy Cross..... | Do. |
| J. F. McCulloch, A. M., PH. B..... | Adrian College..... | Adrian, Mich. |
| L. R. Fiske, D. D., LL. D..... | Albion College..... | Albion, Mich. |
| August F. Bruske, D. D..... | Alma College..... | Alma, Mich. |
| James B. Angell, LL. D..... | University of Michigan..... | Ann Arbor, Mich. |
| Wm. W. Prescott, A. M..... | Battle Creek College..... | Battle Creek, Mich. |
| S. B. Harvey, A. M..... | Benzonia College..... | Benzonia, Mich. |
| M. P. Dowling, S. J..... | Detroit College..... | Detroit, Mich. |
| Daniel Fulcomer, A. M..... | Western Michigan College..... | Grand Rapids, Mich. |
| George F. Mosher, LL. D..... | Hillsdale College..... | Hillsdale, Mich. |
| Charles Scott, D. D..... | Hope College..... | Holland, Mich. |
| A. G. Slocum, LL. D..... | Kalamazoo College..... | Kalamazoo, Mich. |
| W. G. Sperry..... | Olivet College..... | Olivet, Mich. |
| Bernard Loenikar, O. S. B..... | St. John's University..... | Collegeville, Minn. |
| George H. Bridgman, D. D..... | Hamline University..... | Hamline, Minn. |
| Georg Sverdrup..... | Augsburg Seminary..... | Minneapolis, Minn. |
| Cyrus Northrop, LL. D..... | University of Minnesota..... | Do. |
| O. Hoyer..... | Dr. Martin Luther College..... | New Ulm, Minn. |
| James W. Strong, D. D..... | Carleton College..... | Northfield, Minn. |
| Thorbjörn N. Mohn..... | St. Olaf College..... | Do. |
| | Macalester College..... | St. Paul, Minn. |
| Franz L. Nagler, D. D..... | St. Paul's College..... | St. Paul Park, Minn. |
| Matthias Wahlstrom, A. M..... | Gustavus Adolphus College..... | St. Peter, Minn. |
| Gideon A. Burgess, A. M..... | Parker College..... | Winnebago City, Minn. |
| R. A. Venable, D. D..... | Mississippi College..... | Clinton, Miss. |
| Ben. M. Drake..... | Cooper Normal College..... | Daleville, Miss. |
| C. A. Huddleston, A. M..... | Hunt and Huddleston Col- lege. | Harperville, Miss. |
| Charles E. Libby, S. T. D..... | Rust University..... | Holly Springs, Miss. |
| Robert B. Fulton, A. M..... | University of Mississippi..... | University, Miss. |
| W. H. Pritchett, A. M..... | Northwest Missouri College..... | Albany, Mo. |
| R. E. L. Burks, A. M..... | Southwest Baptist College..... | Bolivar, Mo. |
| Will. Z. Long, A. M..... | Pike College..... | Bowling Green, Mo. |
| Simpson Ely, A. M..... | Christian University..... | Canton, Mo. |
| Francis V. Nugent..... | St. Vincent's College..... | Cape Girardeau, Mo. |
| Salem G. Pattison..... | Carthage Collegiate Insti- tute. | Carthage, Mo. |
| Richard H. Jesse, LL. D..... | University of the State of Missouri. | Columbia, Mo. |
| W. H. Lowry, B. L..... | Grand River College..... | Edinburg, Mo. |
| J. D. Hammond, D. D..... | Central College..... | Fayette, Mo. |
| Wm. Hoge Marquess..... | Westminster College..... | Fulton, Mo. |
| Chas. C. Hemenway..... | Pritchett School Institute..... | Glasgow, Mo. |
| J. H. Selden, A. M..... | Ozark College..... | Greenfield, Mo. |
| W. B. Anderson, A. M., PH. D..... | Western College..... | La Belle, Mo. |
| J. F. Cook, A. M., LL. D..... | La Grange College..... | La Grange, Mo. |
| E. McNair, A. M..... | Lawson Presbyterian College..... | Lawson, Mo. |
| J. P. Greene, D. D..... | William Jewell College..... | Liberty, Mo. |

I.—Colleges for males and coeducational colleges of liberal arts—Cont'd.

| Name of president. | University or college. | Address. |
|--|-------------------------------------|---------------------------|
| Wm. H. Black, D. D | Missouri Valley College | Marshall, Mo. |
| J. B. Ellis | Morrisville College | Morrisville, Mo. |
| C. C. Woods, D. D | Scarritt Collegiate Institute | Neosho, Mo. |
| L. M. McAfee | Park College | Parkville, Mo. |
| James A. Lanins | St. Charles College | St. Charles, Mo. |
| Brother Paulian, F. S. C. | College of the Christian Brothers. | St. Louis, Mo. |
| Joseph Grimmelsman, S. J. | St. Louis University | Do. |
| Winfield S. Chaplin, A. M. | Washington University | Do. |
| T. E. Peters, A. B. | Shelbina Collegiate Institute | Shelbina, Mo. |
| ..... | Drury College | Springfield, Mo. |
| J. A. Thompson, A. M. | Tarkio College | Tarkio, Mo. |
| F. A. Z. Kumler, A. M. | Avalon College | Trenton, Mo. |
| H. A. Koch, D. D. | Central Wesleyan College | Warrenton, Mo. |
| James Reid, A. B. | College of Montana | Deer Lodge, Mont. |
| David R. Kerr, PH. D., D. D. | University of Omaha | Bellevue, Nebr. |
| David R. Dungan, A. M. | Cotner University | Bethany, Nebr. |
| David B. Perry, A. M. | Doane College | Crete, Nebr. |
| O. C. Hubbell, A. M. | Fairfield College | Fairfield, Nebr. |
| James H. Canfield, A. M. | University of Nebraska | Lincoln, Nebr. |
| H. K. Warren, A. M. | Gates College | Neligh, Nebr. |
| James F. X. Hoeffler, S. J. | Creighton University | Omaha, Nebr. |
| Charles F. Creighton, D. D. | Nebraska Wesleyan University. | University Place, Nebr. |
| J. George, A. M. | York College | York, Nebr. |
| Stephen A. Jones, PH. D. | State University of Nevada | Reno, Nev. |
| W. J. Tucker, D. D. | Dartmouth College | Hanover, N. H. |
| Cornelius Ecke, O. S. B. | St. Benedict's College | Newark, N. J. |
| Austin Scott, PH. D., LL. D. | Rutgers College | New Brunswick, N. J. |
| Francis L. Patton, D. D., LL. D. | College of New Jersey | Princeton, N. J. |
| Wm. F. Marshall, A. M. | Seton Hall College | South Orange, N. J. |
| F. H. Gnicheteau, S. P. M. | College of the Sacred Heart | Vineland, N. J. |
| Arthur E. Main, D. D. | Alfred University | Alfred Center, N. Y. |
| Joseph F. Butler, O. S. F. | St. Bonaventure's College | Allegany, N. Y. |
| Robert B. Fairbairn, D. D., LL. D. | St. Stephen's College | Amundale, N. Y. |
| David H. Cochran, PH. D., LL. D. | Polytechnic Institute of Brooklyn. | Brooklyn, N. Y. |
| Brother Jerome, O. S. F. | St. Francis College | Do. |
| J. A. Hartnett, C. M. | St. John's College | Do. |
| John I. Zahn, S. J. | Canisius College | Buffalo, N. Y. |
| Alphens B. Hervey, PH. D. | St. Lawrence University | Canton, N. Y. |
| M. Woolsey Stryker, D. D. | Hamilton College | Clinton, N. Y. |
| John Scully, S. J. | St. John's College | Fordham, N. Y. |
| Eliphalet N. Potter, S. T. D., LL. D., D. C. L. | Hobart College | Geneva, N. Y. |
| N. L. Andrews | Colgate University | Hamilton, N. Y. |
| Jacob G. Schurman, SC. D., LL. D. | Cornell University | Ithaca, N. Y. |
| George H. Ball, D. D. | Kenka College | Keuka College, N. Y. |
| Wm. O'B. Pardow, S. J. | College of St. Francis Xavier | New York, N. Y. |
| Alexander S. Webb, LL. D. | College of the City of New York. | Do. |
| Seth Low, LL. D. | Columbia College | Do. |
| Brother Anthony | Manhattan College | Do. |
| H. M. MacCracken, D. D., LL. D. | University of the City of New York. | Do. |
| P. V. Kavanagh, C. M. | Niagara University | Niagara University, N. Y. |
| David J. Hill, LL. D. | University of Rochester | Rochester, N. Y. |
| Harrison E. Webster, LL. D. | Union University | Schenectady, N. Y. |
| Chas. N. Sims, D. D., LL. D. | Syracuse University | Syracuse, N. Y. |
| George T. Winston, LL. D. | University of North Carolina | Chapel Hill, N. C. |
| D. J. Sanders, D. D. | Biddle University | Charlotte, N. C. |

I.—Colleges for males and coeducational colleges of liberal arts—Cont'd.

| Name of president. | University or college. | Address. |
|---------------------------------------|--------------------------------|------------------------------|
| J. B. Shearer, D. D., LL. D. | Davidson College | Davidson, N. C. |
| John F. Crowell, LITT. D. | Trinity College | Durham, N. C. |
| L. Lyndon Hobbs, A. M. | Guilford College | Guilford College, N. C. |
| J. D. Shirey, A. M. | North Carolina College..... | Mt. Pleasant, N. C. |
| J. C. Clapp, D. D. | Catawba College | Newton, N. C. |
| H. M. Tupper, D. D. | Shaw University | Raleigh, N. C. |
| R. L. Abernethy, A. M., D. D. ... | Rutherford College | Rutherford College, N. C. |
| J. C. Price, D. D. | Livingstone College | Salisbury, N. C. |
| Chas. E. Taylor, D. D., LITT. B. | Wake Forest College | Wake Forest, N. C. |
| ..... | Weaverville College | Weaverville, N. C. |
| H. F. Wogan, PH. D., D. D. | North Dakota University... | Bismarck, N. Dak. |
| Reuben A. Beard | Fargo College | Fargo, N. Dak. |
| Wm. H. Becker, LL. B. | Rolla University | Rolla, N. Dak. |
| W. Merrifield, A. M. | University of North Dakota.. | University, N. Dak. |
| M. V. B. Knox, D. D. | Red River Valley University.. | Wahpeton, N. Dak. |
| Orello Cone, D. D. | Buchtel College | Akron, Ohio. |
| Tamerlane P. Marsh, D. D. | Mount Union College | Alliance, Ohio. |
| D. C. Christner, D. D., LL. D. | Ashland University | Ashland, Ohio. |
| Chas. W. Super, PH. D. | Ohio University | Athens, Ohio. |
| Joseph E. Stubbs, D. D., LL. D. | Baldwin University | Berea, Ohio. |
| Wm. Nast, D. D. | German Wallace College | Do. |
| James Rogers, C. S. C. | St. Joseph's College | Cincinnati, Ohio. |
| H. A. Schapman, S. J. | St. Xavier College | Do. |
| W. O. Sproull, PH. D., LL. D. | University of Cincinnati | Do. |
| H. J. Ruetenk, D. D. | Calvin College | Cleveland, Ohio. |
| Chas. F. Thwing, D. D. | Western Reserve University.. | Do. |
| C. H. L. Schuette, A. M. | Capital University | Columbus, Ohio. |
| Wm. H. Scott, LL. D. | Ohio State University | Do. |
| James W. Bashford, PH. D. | Ohio Wesleyan University | Delaware, Ohio. |
| J. R. H. Latchaw, D. D. | Findlay College | Findlay, Ohio. |
| Theodore Sterling, LL. D. | Kenyon College | Gambier, Ohio. |
| Orvon G. Brown, A. M. | Twin Valley College | Germantown, Ohio. |
| D. B. Purinton, A. M., LL. D. | Denison University | Granville, Ohio. |
| Fenton Gall, B. S. | Hillsboro College | Hillsboro, Ohio. |
| Ely V. Zollars, A. M. | Hiram College | Hiram, Ohio. |
| Elmer E. Henderson | Hopedale Normal College | Hopedale, Ohio. |
| John W. Simpson, D. D. | Marietta College | Marietta, Ohio. |
| W. A. Williams, D. D. | Franklin College | New Athens, Ohio. |
| Jesse Johnson | Muskingum College | New Concord, Ohio. |
| Wm. G. Ballantine, D. D., LL. D. | Oberlin College | Oberlin, Ohio. |
| Wm. O. Thompson, D. D. | Miami University | Oxford, Ohio. |
| Geo. W. MacMillan, PH. D., D. D. | Richmond College | Richmond, Ohio. |
| John M. Davis, PH. D. | Rio Grande College | Rio Grande, Ohio. |
| Wm. L. Dixon, D. D. | Scio College | Scio, Ohio. |
| Samuel A. Ort, D. D. | Wittenberg College | Springfield, Ohio. |
| John A. Peters, D. D. | Heidelberg University | Tiffin, Ohio. |
| Thomas F. Moses, A. M., M. D. | Urbana University | Urbana, Ohio. |
| Thomas J. Sanders, PH. D. | Otterbein University | Westerville, Ohio. |
| S. T. Mitchell, A. M., LL. D. | Wilberforce University | Wilberforce, Ohio. |
| James B. Unthank, M. S. | Wilmington College | Wilmington, Ohio. |
| S. F. Scovel, D. D. | University of Wooster | Wooster, Ohio. |
| Daniel A. Long, D. D., LL. D. | Antioch College | Yellow Springs, Ohio. |
| D. R. Boyd, A. M. | University of Oklahoma | Norman, Okla. |
| D. Atkins, D. D. | Corvallis College | Corvallis, Oregon. |
| J. W. Johnson, A. M. | University of Oregon | Eugene, Oregon. |
| Thomas McClelland, D. D. | Pacific University | Forest Grove, Oregon. |
| T. G. Brownson | McMinnville College | McMinnville, Oregon. |
| Thomas Newlin | Pacific College | Newberg, Oregon. |
| Wm. S. Gilbert, A. M. | Philomath College | Philomath, Oregon. |
| George Whitaker, D. D. | Willamette University | Salem, Oregon. |

I.—Colleges for males and coeducational colleges of liberal arts—Cont'd.

| Name of president. | University or college. | Address. |
|---|---|-------------------------|
| W. J. Holland, PH. D., D. D. | Western University of Pennsylvania. | Allegheny, Pa. |
| Theodore L. Seip, D. D. | Muhlenberg College. | Allentown, Pa. |
| E. B. Bierman, A. M. | Lebanon Valley College. | Annaville, Pa. |
| Leander Schnerr. | St. Vincent College. | Beatty, Pa. |
| W. P. Johnston, A. M. | Geneva College. | Beaver Falls, Pa. |
| George E. Reed, D. D., LL. D. | Dickinson College. | Carlisle, Pa. |
| C. E. Hyatt, C. E. | Pennsylvania Military Academy. | Chester, Pa. |
| H. W. Super, D. D., LL. D. | Ursinus College. | Collegeville, Pa. |
| E. D. Warfield, LL. D. | Lafayette College. | Easton, Pa. |
| H. W. McKnight, D. D., LL. D. | Pennsylvania College. | Gettysburg, Pa. |
| F. A. Muhlenberg, D. D. | Thiel College. | Greenville, Pa. |
| Isaac C. Ketler, PH. D. | Grove City College. | Grove City, Pa. |
| Isaac Sharpless, SC. D., LL. D. | Haverford College. | Haverford College, Pa. |
| Solomon F. Hogue. | Monongahela College. | Jefferson, Pa. |
| John S. Stahr, PH. D., D. D. | Franklin and Marshall College. | Lancaster, Pa. |
| John H. Harris, PH. D. | Bucknell University. | Lewisburg, Pa. |
| Isaac N. Rendall, D. D. | Lincoln University. | Lincoln University, Pa. |
| ..... | St. Francis College. | Loretto, Pa. |
| D. H. Wheeler, D. D., LL. D. | Allegheny College. | Meadville, Pa. |
| Aaron E. Gobble, A. M. | Central Pennsylvania College. | New Berlin, Pa. |
| R. G. Ferguson, D. D. | Westminster College. | New Wilmington, Pa. |
| Henry C. Johnson, LL. D. | Central High School. | Philadelphia, Pa. |
| Brother Isadore. | La Salle College. | Do. |
| Wm. Pepper, M. D., LL. D. | University of Pennsylvania. | Do. |
| E. M. Wood, D. D., LL. D. | Duquesne College. | Pittsburg, Pa. |
| John T. Murphy, C. S. SP. | Holy Ghost College. | Do. |
| Charles De Garino, PH. D. | Swarthmore College. | Swarthmore, Pa. |
| Christopher A. McEvoy, O. S. A. | Villanova College. | Villanova, Pa. |
| James D. Moffat, D. D. | Washington and Jefferson College. | Washington, Pa. |
| E. B. Andrews, D. D., LL. D. | Brown University. | Providence, R. I. |
| H. E. Shepherd, A. M., LL. D. | College of Charleston. | Charleston, S. C. |
| John I. Cleland, A. M. | Presbyterian College of South Carolina. | Clinton, S. C. |
| Joseph W. Morris, A. M., LL. B. | Allen University. | Columbia, S. C. |
| James Woodrow, PH. D., LL. D. | South Carolina College. | Do. |
| W. M. Grier, D. D. | Erskine College. | Due West, S. C. |
| Charles Manly, D. D. | Furman University. | Greenville, S. C. |
| G. W. Holland, PH. D., D. D. | Newberry College. | Newberry, S. C. |
| L. M. Dunton, D. D. | Clafin University. | Orangeburg, S. C. |
| James H. Carlisle, LL. D. | Wofford College. | Spartanburg, S. C. |
| Wm. M. Blackburn, D. D. | Pierre University. | East Pierre, S. Dak. |
| J. W. Hancher, M. S., A. M. | Black Hills College. | Hot Springs, S. Dak. |
| Wm. Brush, D. D. | Dakota University. | Mitchell, S. Dak. |
| D. M. Evans. | Redfield College. | Redfield, S. Dak. |
| Joseph W. Mauck, A. M. | University of South Dakota. | Vermillion, S. Dak. |
| Albert T. Free, A. M. | Yankton College. | Yankton, S. Dak. |
| J. Albert Wallace, D. D. | King College. | Bristol, Tenn. |
| Isaac W. Joyce, D. D., LL. D. | U. S. Grant University. | Chattanooga, Tenn. |
| George Summey, D. D. | Southwestern Presbyterian University. | Clarksville, Tenn. |
| J. T. Pritchett. | Hiwassee College. | Hiwassee College, Tenn. |
| G. M. Savage, A. M., LL. D. | Southwestern Baptist University. | Jackson, Tenn. |
| J. S. McCulloch, D. D. | Knoxville College. | Knoxville, Tenn. |
| Chas. W. Dabney, jr., PH. D., LL. D. | University of Tennessee. | Do. |

I.—Colleges for males and coeducational colleges of liberal arts—Cont'd.

| Name of president. | University or college. | Address. |
|--------------------------------------|--------------------------------------|------------------------------|
| N. Green, LL. D. | Cumberland University | Lebanon, Tenn. |
| W. B. Sherrill, A. M. | Bethel College | McKenzie, Tenn. |
| S. W. Boardman, LL. D. | Maryville College | Maryville, Tenn. |
| Brother Maurelian | Christian Brothers' College .. | Memphis, Tenn. |
| J. Hopwood, A. M. | Milligan College | Milligan, Tenn. |
| J. T. Henderson | Carson and Newman College .. | Mossy Creek, Tenn. |
| J. Braden, D. D. | Central Tennessee College .. | Nashville, Tenn. |
| E. M. Cravath, D. D. | Fisk University | Do. |
| Alfred Owen, D. D. | Roger Williams University .. | Do. |
| Landon C. Garland, LL. D. | Vanderbilt University | Do. |
| Thos. F. Gailor, S. T. D. | University of the South | Sewanee, Tenn. |
| W. N. Billingsley, A. M. | Burritt College | Spencer, Tenn. |
| J. L. Bachman | Sweetwater College | Sweetwater, Tenn. |
| Jere Moore, D. D. | Greeneville and Tusculum College. | Tusculum, Tenn. |
| James T. Cooter, A. B. | Washington College | Washington College, Tenn. |
| Leslie Waggener, LL. D. | University of Texas | Austin, Tex. |
| A. J. Emerson, A. M., D. D. | Howard Payne College | Brownwood, Tex. |
| Oscar L. Fisher, A. M., B. D. | Fort Worth University | Fort Worth, Tex. |
| Theobald W. Butler, S. J. | St. Mary's University | Galveston, Tex. |
| John H. McLean, A. M., D. D. | Southwestern University | Georgetown, Tex. |
| A. T. Seitz | Hope Institute | Italy, Tex. |
| P. A. Cool | Wiley University | Marshall, Tex. |
| S. M. Luckett, D. D. | Austin College | Sherman, Tex. |
| B. D. Cockrill | Trinity University | Tehuacana, Tex. |
| Addison Clark | Add-Rann Christian Univer- sity. | Thorp Spring, Tex. |
| R. C. Burleson, D. D., LL. D. | Baylor University | Waco, Tex. |
| I. M. Burgan, D. D. | Paul Quinn College | Do. |
| Matthew H. Buckham, D. D. | University of Utah | Salt Lake City, Utah. |
| Matthew H. Buckham, D. D. | University of Vermont | Burlington, Vt. |
| Ezra Brainerd, LL. D. | Middlebury College | Middlebury, Vt. |
| Wm. W. Smith, A. M. | Randolph-Macon College | Ashland, Va. |
| Wm. M. Thornton, LL. D. | University of Virginia | Charlottesville, Va. |
| James Atkins, A. M., D. D. | Emory and Henry College | Emory, Va. |
| Richard McIlwaine, D. D. | Hampden-Sidney College | Hampden-Sidney, Va. |
| G. W. C. Lee, LL. D. | Washington and Lee Univer- sity. | Lexington, Va. |
| B. Puryear, LL. D. | Richmond College | Richmond, Va. |
| Julius D. Dreher, A. M., PH. D. | Roanoke College | Salem, Va. |
| F. N. English, A. M. | Colfax College | Colfax, Wash. |
| Thos. M. Gatch, PH. D. | University of Washington | Seattle, Wash. |
| Calvin W. Stewart, D. D. | Whitworth College | Sumner, Wash. |
| Aegidius Junger, D. D. | St. James College | Vancouver, Wash. |
| James F. Eaton | Whitman College | Walla Walla, Wash. |
| Archibald McLean, A. M. | Bethany College | Bethany, W. Va. |
| Thomas E. Peden | West Virginia College | Flemington, W. Va. |
| E. M. Turner, LL. D. | West Virginia University | Morgantown, W. Va. |
| Chas. W. Gallagher, D. D. | Lawrence University | Appleton, Wis. |
| Edward D. Eaton, D. D., LL. D. | Beloit College | Beloit, Wis. |
| H. A. Muehlmeier, D. D. | Mission House | Franklin, Wis. |
| F. P. Dalrymple | Gale College | Galesville, Wis. |
| Chas. K. Adams, LL. D. | University of Wisconsin | Madison, Wis. |
| Wm. C. Whitford, A. M., D. D. | Milton College | Milton, Wis. |
| R. J. Meyer, S. J. | Marquette College | Milwaukee, Wis. |
| Rufus C. Flagg, D. D. | Ripon College | Ripon, Wis. |
| Joseph Rainer | Seminary of St. Francis of Sales. | St. Francis, Wis. |
| A. F. Ernst | Northwestern University | Watertown, Wis. |
| A. A. Johnson, A. M., D. D. | University of Wyoming | Laramie, Wyo. |

II.—Colleges for women.

| Name of president. | College. | Address. |
|-----------------------------------|--|---------------------|
| Howard W. Key, A. M., PH. D. | Athens Female College | Athens, Ala. |
| A. B. Jones, D. D., LL. D. | Huntsville Female College .. | Huntsville, Ala. |
| J. D. Anderson | Huntsville Female Seminary .. | Do. |
| S. W. Averett | Judson Female Institute | Marion, Ala. |
| Jas. D. Wade, A. M. | Marion Female Seminary | Do. |
| P. P. Winn, A. M. | Isbell College | Talladega, Ala. |
| Horace H. Epes, A. M. | Central Female College | Tuskaloosa, Ala. |
| Alonzo Hill, A. M. | Tuskaloosa Female College | Do. |
| John Massey, LL. D. | Alabama Conference Female College. | Tuskegee, Ala. |
| Mrs. C. T. Mills | Mills College | Mills College, Cal. |
| Sister Amelie de St. Joseph .. | College of Notre Dame | San Jose, Cal. |
| Martha E. Chase | Santa Rosa Seminary | Santa Rosa, Cal. |
| Miss M. Rutherford | Lucy Cobb Institute | Athens, Ga. |
| P. S. Twitty | Andrew Female College | Cuthbert, Ga. |
| G. J. Orr | Dalton Female College | Dalton, Ga. |
| Rev. James E. Powell | Monroe Female College | Forsyth, Ga. |
| A. W. Van Hoose | Georgia Female Seminary | Gainesville, Ga. |
| Rufus W. Smith, A. M. | La Grange Female College | La Grange, Ga. |
| Chas. C. Cox | Southern Female College | Do. |
| Wm. C. Bass | Wesleyan Female College | Macon, Ga. |
| J. Harris Chappell | Georgia Normal and Indus- trial College. | Milledgeville, Ga. |
| A. J. Battle, D. D., LL. D. | Shorter College | Rome, Ga. |
| John E. Baker | Young Female College | Thomasville, Ga. |
| W. F. Short, D. D. | Illinois Female College | Jacksonville, Ill. |
| E. F. Bullard, A. M. | Jacksonville Female Acad- emy. | Do. |
| C. W. Leffingwell, D. D. | St. Mary's School | Knoxville, Ill. |
| Sarah F. Anderson | Rockford College | Rockford, Ill. |
| J. F. Hendy, D. D. | College for Young Ladies | Oswego, Kans. |
| Elisha S. Thomas, S. T. D. | College of the Sisters of Bethany. | Topeka, Kans. |
| Benj. F. Cabell | Potter College | Bowling Green, Ky. |
| Miss C. A. Campbell | Caldwell College | Danville, Ky. |
| J. J. Rucker, LL. D. | Georgetown Female Semi- nary. | Georgetown, Ky. |
| J. M. Bent, D. D. | Liberty Female College | Glasgow, Ky. |
| E. W. Elrod | Lynnland Female College | Glendale, Ky. |
| Jno. Aug. Williams | Daughters College | Harradsburg, Ky. |
| J. B. Skinner | Hamilton Female College | Lexington, Ky. |
| H. B. McClellan, A. M. | Sayre Female Institute | Do. |
| Cadesman Pope | Millersburg Female College .. | Millersburg, Ky. |
| Miss M. F. Hewitt | Jessamine Female Institute .. | Nicholasville, Ky. |
| W. H. Stuart | Owensboro Female College | Owensboro, Ky. |
| Erastus Rowley, D. D. | Kentucky College for Young Ladies. | Pewee Valley, Ky. |
| A. G. Murphey | Logan Female College | Russellville, Ky. |
| Miss L. V. Sullivan | Stuart Female College | Shelbyville, Ky. |
| John M. Hubbard, A. M. | Stanford Female College | Stanford, Ky. |
| S. W. Percy, A. M. | Winchester Female College | Winchester, Ky. |
| George J. Ramsey, A. M. | Silliman Female Institute | Clinton, La. |
| Wm. S. Burks | Jefferson Davis College | Minden, La. |
| A. B. Allen, A. M. | Westbrook Seminary | Deering, Me. |
| Edgar M. Smith | Maine Wesleyan Seminary and Female College. | Kents Hill, Me. |
| John F. Goucher, D. D. | Woman's College of Balti- more. | Baltimore, Md. |
| Wm. H. Purnell, LL. D. | Frederick Female Seminary | Frederick, Md. |
| J. H. Turner, A. M. | Lutherville Female Seminary .. | Lutherville, Md. |
| C. C. Bragdon, A. M. | Lasell Seminary for Young Women. | Auburndale, Mass. |
| Arthur Gilman, A. M., secretary | Harvard Annex | Cambridge, Mass. |

II.—*Colleges for women*—Continued.

| Name of president. | College. | Address. |
|---|---|----------------------|
| L. Clark Seelye, D. D | Smith College | Northampton, Mass. |
| Mrs. E. S. Mead, A. M | Mount Holyoke Seminary and College. | South Hadley, Mass. |
| Helen A. Shafer, A. M | Wellesley College | Wellesley, Mass. |
| R. B. Abbott, D. D | Albert Lea College | Albert Lea, Minn. |
| W. T. Lowrey, A. M., D. D | Blue Mountain Female Col- lege. | Blue Mountain, Miss. |
| Lewis T. Fitzhugh | Whitworth Female College . . | Brookhaven, Miss. |
| Walter Hillman, LL. D | Hillman College | Clinton, Miss. |
| Robert Frazer, LL. D | Industrial Institute and Col- lege. | Columbus, Miss. |
| N. Lena Elgin | Corinth Female College . . . | Corinth, Miss. |
| Chas. W. Anderson | East Mississippi Female Col- lege. | Meridian, Miss. |
| H. N. Robertson, A. M | Union Female College | Oxford, Miss. |
| W. V. Frierson | Chickasaw Female College . . | Pontotoc, Miss. |
| Miss M. E. Compton | Port Gibson Female College . . | Port Gibson, Miss. |
| L. M. Stone | Shuqualak Female College . . | Shuqualak, Miss. |
| Chas. H. Otken, LL. D | Lea Female College | Summit, Miss. |
| W. A. Oldham, A. M | Christian Female College . . . | Columbia, Mo. |
| T. W. Barrett, A. M | Stephens Female College . . . | Do. |
| Hiram D. Groves | Howard Payne College | Fayette, Mo. |
| H. C. Evans, A. M | Synodical Female College . . . | Fulton, Mo. |
| Lina Moxley | Presbyterian College | Independence, Mo. |
| B. T. Blewett, LL. D | St. Louis Seminary | Jennings, Mo. |
| W. A. Wilson, A. M | Baptist Female College | Lexington, Mo. |
| Archibald A. Jones | Central Female College | Do. |
| J. D. Blanton | Elizabeth Aull Female Semi- nary. | Do. |
| A. K. Yancey | Hardin College | Mexico, Mo. |
| Robert Irwin, D. D | Lindenwood Female College . . | St. Charles, Mo. |
| Jesse M. Durrell | New Hampshire Conference Seminary and Female Col- lege. | Tilton, N. H. |
| Gertrude G. Bowen | Bordentown Female College . . | Bordentown, N. J. |
| J. H. McIlvaine, D. D | Evelyn College | Princeton, N. J. |
| Edward S. Frisbee, D. D | Wells College | Aurora, N. Y. |
| Truman J. Backus, LL. D | Packer Collegiate Institute . . | Brooklyn, N. Y. |
| Charles Van Norden, D. D | Elmira College | Elmira, N. Y. |
| Ella Weed, chairman | Barnard College | New York, N. Y. |
| George W. Samson, D. D., LL. D | Rutgers Female College | Do. |
| James M. Taylor, D. D | Vassar College | Poughkeepsie, N. Y. |
| Benj. E. Atkins | Asheville Female College . . . | Asheville, N. C. |
| S. A. Wolff | Gaston College | Dallas, N. C. |
| B. F. Dixon | Greensboro Female College . . | Greensboro, N. C. |
| Joseph L. Murphy, A. M | Claremont Female College . . | Hickory, N. C. |
| John D. Minick, A. M | Davenport Female College . . | Lenoir, N. C. |
| S. D. Bagley | Louisburg Female College . . . | Louisburg, N. C. |
| John B. Brewer, A. M | Chowan Baptist Female In- stitute. | Murfreesboro, N. C. |
| R. P. Troy | Wesleyan Female College . . . | Do. |
| N. Penick | Oxford Female Seminary | Oxford, N. C. |
| John H. Clewell | Salem Female Academy | Salem, N. C. |
| H. W. Reinhart | Thomasville Female Col- lege. | Thomasville, N. C. |
| Silas E. Warren | Wilson Collegiate Institute . . | Wilson, N. C. |
| G. K. Bartholomew, A. M., PH. D | Bartholomew English and Classical School. | Cincinnati, Ohio. |
| W. K. Brown, A. M., D. D | Cincinnati Wesleyan College . . | Do. |
| Chas. F. Thwing, D. D | Cleveland College for Women . | Cleveland, Ohio. |
| L. D. Potter, D. D | Glendale Female College | Glendale, Ohio. |
| D. B. Hervey, PH. D | Granville Female College | Granville, Ohio. |
| D. B. Purinton, LL. D | Shepardson College | Do. |

II.—Colleges for women—Continued.

| Name of president. | College. | Address. |
|----------------------------------|---|----------------------|
| Faye Walker, D. D | Oxford College | Oxford, Ohio. |
| Miss Mary Evans | Lake Erie Seminary | Painesville, Ohio. |
| J. W. Knappenberger, A. M | Allentown Female College .. | Allentown, Pa. |
| J. Blickensderfer, A. M | Moravian Seminary for Young Ladies. | Bethlehem, Pa. |
| James E. Rhoads, LL. D | Bryn Mawr College | Bryn Mawr, Pa. |
| John Edgar, PH. D | Wilson College | Chambersburg, Pa. |
| J. W. Sunderland | Pennsylvania Female College | Collegeville, Pa. |
| H. A. Brickenstein | Linden Hall Seminary | Lititz, Pa. |
| E. E. Campbell, A. M | Irving Female College | Mechanicsburg, Pa. |
| Frances E. Bennett | Ogontz School | Ogontz, Pa. |
| Sylvia J. Eastman | | |
| A. H. Norcross, D. D | Pittsburg Female College ... | Pittsburg, Pa. |
| Samuel B. Jones, D. D | Columbia Female College | Columbia, S. C. |
| W. R. Atkinson, D. D | Presbyterian College for Women. | Do. |
| Mrs. L. M. Bonner | Due West Female College ... | Due West, S. C. |
| H. P. Griffith | Cooper-Limestone Institute .. | Gaffney City, S. C. |
| Alexander S. Townes | Greenville Female College ... | Greenville, S. C. |
| H. G. Reed | Walhalla Female College | Walhalla, S. C. |
| S. Lander, A. M | Williamston Female College .. | Williamston, S. C. |
| D. S. Hearon, D. D | Sullins College | Bristol, Tenn. |
| Th. Smith, A. M | Brownsville Female College .. | Brownsville, Tenn. |
| Kate McFarland | Union Female Seminary | Do. |
| Robert D. Smith, A. M | Columbia Athenæum | Columbia, Tenn. |
| Wilbur F. Wilson | Tennessee Female College ... | Franklin, Tenn. |
| A. M. Burney | Howard Female College | Gallatin, Tenn. |
| A. W. Jones, D. D | Memphis Conference Female Institute. | Jackson, Tenn. |
| N. J. Finney, A. M | Cumberland Female College .. | McMinnville, Tenn. |
| Miss V. O. Wardlaw, A. M | Soule Female College | Murfreesboro, Tenn. |
| Geo. W. F. Price, D. D | Nashville College for Young Ladies. | Nashville, Tenn. |
| B. H. Charles | Ward Seminary | Do. |
| R. M. Saunders | Martin Female College | Pulaski, Tenn. |
| Wm. M. Graybill, A. M | Synodical Female College | Rogersville, Tenn. |
| R. J. Hayes | Shelbyville Female College .. | Shelbyville, Tenn. |
| N. A. Flournoy | Somerville Female Institute .. | Somerville, Tenn. |
| Otis M. Sutton | Mary Sharp College | Winchester, Tenn. |
| P. H. Eager, A. M | Baylor Female College | Belton, Tex. |
| S. M. Godbey | Chappell Hill Female College .. | Chappell Hill, Tex. |
| R. O. Rounsavall | Waco Female College | Waco, Tex. |
| S. N. Barker | Martha Washington College .. | Abingdon, Va. |
| Kate M. Hunt | Stonewall Jackson Institute .. | Do. |
| Wm. P. Dickinson | Albemarle Female Institute .. | Charlottesville, Va. |
| Mrs. E. T. Taliaferro | Montgomery Female College .. | Christiansburg, Va. |
| R. H. Sharp, jr | Danville College for Young Ladies. | Danville, Va. |
| J. T. Averett | Roanoke Female College ... | Do. |
| Samuel D. Jones, B. L | Southwest Virginia Institute .. | Glade Spring, Va. |
| Chas. L. Coeke | Hollins Institute | Hollins, Va. |
| J. J. Scherer, A. M | Marion Female College | Marion, Va. |
| J. A. I. Cassidy | Norfolk College for Young Ladies. | Norfolk, Va. |
| Arthur K. Davis, A. M | Southern Female College ... | Petersburg, Va. |
| John H. Powell | Richmond Female Institute .. | Richmond, Va. |
| James Willis, A. M | Staunton Female Seminary ... | Staunton, Va. |
| Mrs. J. E. B. Stuart | Virginia Female Institute | Do. |
| Wm. A. Harris, D. D | Wesleyan Female Institute .. | Do. |
| John P. Hyde, D. D., LL. D | Valley Female College | Winchester, Va. |
| Mrs. H. L. Field | Parkersburg Seminary | Parkersburg, W. Va. |
| Ella C. Sabin | Downer College | Fox Lake, Wis. |
| Charles R. Kingsley, PH. D | Milwaukee College | Milwaukee, Wis. |

CHAPTER XIX.

HISTORY AND STATUS OF PUBLIC KINDERGARTENS AND ÉCOLES GARDIENNES IN SEVERAL EUROPEAN COUNTRIES.¹

I.—BELGIUM.

The very history of this interesting kingdom is intimately connected with its educational interests. In 1814 Belgium was united with Holland, and much was done at once by the new government to place public instruction on a good footing. These efforts, however, deeply offended the clergy. Restrictions were placed on their influence and on their control of their own schools. These they interpreted as attacks upon the liberty and autonomy of the Belgian people, and the liberal party joined them in the demand for freedom of instruction. Under the influence of the French Revolution of July, 1830, outbreaks took place in Belgium, which led to the establishment of a provisional government in September, and to the declaration of Belgian independence in October. The new constitution declared:

"Instruction is free; every preventive measure is forbidden; measures of supervision and repression are regulated by the law; the public instruction to be given at the expense of the state is also regulated by the law."

However, this law was a long time coming. In the meanwhile the clergy, always well organized, regained more than it had lost in matters of instruction; and the liberal party, poorly organized and compelled to turn now against those who had aided them so effectually in the attainment of independence were rapidly losing their foothold. They succeeded, however, in successive struggles (more particularly in 1835, 1842, 1850, 1859, and 1878) in establishing a system of public education which challenges the admiration of the world and which the clerical party, since its last victory in 1884, has in vain attempted to undo.

We are, however, here concerned only with the infant schools of the little kingdom. These were originated in 1826 by the same philanthropic spirit that had resuscitated the *salle d'asile* in France. In the larger cities, which had a vast industrial population, societies were formed that established and maintained these *salles d'asile*, *écoles gardiennes* and *crèches*, whose organizations were after French patterns².

However, in 1857, Rogier, minister of the interior department, summoned Madame Marenholtz-Buelow to Brussels. He had made her acquaintance during a session of "the International Charity Congress" at Frankfort, where she had delivered two addresses. On her arrival at Brussels, she found that Madame Guillaume, a kindergarten from Hamburg, had just established a kindergarten. "Nevertheless," she reports, "the cause and even Froebel's name were wholly unknown, and endless labor was needed in order to obtain a modest circle of hearers for my weekly lectures."

Later on, however, these were attended by many prominent men and women. At

¹ Prepared for the Bureau of Education by W. N. Hallmann, superintendent of public schools, La Porte, Ind.

² Private devotion to educational progress organized in associations is even now in Belgium the chief hope of the schools, whose interests the liberals declare to be threatened at every point by the reactionary measures of the ruling clerical party. Thus the workingmen of Ghent are organized as "Lovers of Freedom," the workingwomen of the same city are banded together in an association, significantly named "Joy in Duty" (*Nreugd in Deugd*). Elsewhere we find rather humorous names, such as "Reclining Academicians," "Standing Academicians," "Marching Academicians," "The Guard of the Communal Schools," "The Impermeables," "The Five Farthings," etc. The object of all of these is to diffuse instruction among the people and to support certain features of the schools which, for reasons of their own, the clergy are steadily attempting to restrict or abrogate.

the same time a normal class, or course for teachers, was organized; and, at her request, the Government (Rogier) invited Mademoiselle Breymann to aid in this work. The movement was further aided by Mademoiselle Chevallier, a Parisian kindergartner, who had come to Brussels to give instruction to a number of nuns; still more by the publication of the *Manuel des Jardins d'Enfants*, which was the joint work of Mademoiselle Marenholtz, School Inspector Jacobs, Mademoiselle Breymann, Mademoiselle Chevallier, and Madame Reulens, a Belgian poet of some note.

In 1858 Rogier commissioned the inspectors-general of the Belgian provinces to look into the merits of the Froebelian method and to report the result of their examination. Their report is so classical that some of its principal portions are given here in full. They wrote as follows:

"Prominent educators, filled with the love of mankind, have labored to discover the nature and powers of the human mind in order to bring education and instruction into efficient and harmonious unity. The influence of new psychological experiences enabled them successfully to modify the method of teaching. The majority of them, however, confined themselves to the enunciation of theoretical principles, which indicated only very imperfectly the road to be followed.

"Froebel supplied this deficiency to a remarkable degree. The principle underlying his system demands that the child be developed by means of his own spontaneous activity. Education should stimulate his physical, moral, and intellectual powers, furnish him materials that call forth and serve his activity, and lead him to the harmonious and complete development of his humanity."

The report then goes on to detail the value and meaning of play, and of Froebel's gifts, and continues with the following remarkable thoughts: "According to Froebel the family should be the center of education. Yet the family alone is not sufficient to develop every side of the human being. The kindergarten is meant to supplement family education by offering opportunities for the practice of social virtue. Froebel regards the kindergarten as the most necessary auxiliary of the mother in every condition of life. * * * Community of interest in the kindergarten affects the young souls much more strongly than is generally supposed. Children between the ages of two and seven learn to adapt themselves to a fixed order, to obey a law which acts so beneficently because it secures to them much coveted joy and activity; and they enjoy these pleasures only by fulfilling concurrent duties."

The recognition of these principles on the part of Belgian educators, and the utter failure of French leaders of educational thought to apprehend them, explain the fact that in Belgium, in spite of unfavorable conditions and in the face of determined opposition on the part of a reactionary government, Froebel has achieved even at this advanced epoch his brightest triumphs (at least as far as European countries are concerned), whereas in France, in spite of most favorable conditions and a government eager for progress, the spirit of his work seems to be hopelessly buried beneath heaps of meaningless technicalities.

From Brussels Madame Marenholtz went to Ghent and Antwerp, where her lectures aroused much interest. Many kindergartens were established in these and other cities of Belgium, and the work continued to flourish. However, the majority of nursery schools (*écoles gardiennes*) were still conducted largely on the plan of the *salle d'asile*, and a constant struggle was required to prevent reversion into the easier methods of the *cliquoir*. Thanks, however, to the determined devotion of a number of persons of influence and insight the work prospered into ever greater purity in the leading cities of Brussels, Ghent, Antwerp, Liege, etc., and ultimately the kindergarten triumphed and impressed its principles and tendencies permanently on the *écoles gardiennes* (nursery schools) of the kingdom, which had been established in 1842.

Up to 1870 the *écoles gardiennes* had been subject to the exclusive control of the communal authorities. In most cases they were asylums for neglected children and subject in their somewhat precarious existence to shifting economic whims and prejudices of the communes. The desire to remedy this state of affairs led to the introduction of the following paragraph into the law of July, 1879:

Salles d'asile or *écoles gardiennes* are to be connected with the communal schools in every locality where the Government deems it necessary.

In consequence of the manifest interest in these schools which followed the promulgation of the law, the *écoles enfantines* increased rapidly in number, in efficiency, in character. During the year 1880-81 the number of these schools rose from 394 to 684, and in 1884 their number had risen to 850. Similarly their population had risen from 52,500 children in 1881 to 74,000 in 1884. In 1879 the expenses for the *écoles gardiennes* and *écoles d'adultes* amounted in round numbers to 2,255,000 francs, the state contributing 620,000 francs; in 1884 the *écoles gardiennes* alone cost 2,300,000 francs, of which the state paid 900,000 francs.

That the minister of public instruction (P. Vanhumbéeck¹) had risen to a full appreciation of the value of these schools and had learned to place a high estimate on Froebel's educational aims and means is amply attested by the circular and programme for the *écoles gardiennes* issued to the governors of the provinces in September, 1880. The programme indeed had been prepared by skillful hands, by a commission appointed for the purpose, among whom were M. Jacobs, principal inspector of primary instruction at Brussels; M. Minnaert, subdirector of the normal school of Ghent; Madame Op Den Berg, directress of the kindergartens of Liege, and Mademoiselle Van der Molen, from the normal school of Brussels.

In this programme the aim of the *école gardienne*, which was now rapidly becoming a *jardin d'enfants* (kindergarten), was formulated as follows:

To cultivate the physical powers and to assure to the children robust health; to secure by the exercise of the senses, an early development of the faculty of perception to the spirit of observation; to encourage the impulse of imitation, and to stimulate the inventive faculties; to teach children, within the limits of their power, to express clearly their observations and judgments; to habituate them to cleanliness, order, politeness; to inspire them with the love of the beautiful; to train them to obedience, veracity, diligence; above all, to make them kind, amiable, generous.

The method to be used is based on the natural laws that control the physical, intellectual, and moral development of the child. In its great principles, as well as in its fundamental practical applications, this method has been created by the genius of Froebel. It comprises a series of graduated plays, exercises, stories, or conversations, song, and manual occupations, which in happy harmony bring into activity all the powers and faculties of the child.

In order to succeed in this work of maternal education, it is necessary that the teacher in the full apprehension of Froebel's spirit, should rely more on pedagogical principles than on the study of the details in a manual; that she should shun purely mechanical devices and the mere memorizing of formulas; that she should know how to vary the talks and invent new exercises, and lead the children to invent, to create; that she should endeavor to acquire the affectionate and persuasive language of the mother; that, finally, she find all her joy in seeing herself surrounded by children beaming with health and happiness.

These beautiful introductory words, as well as the painfully detailed programme of work, which is reproduced in Appendix D, reveal, together with the many excellences, also the shortcomings of the Belgian interpretation of Froebel, which will appear more clearly later on.

The minister of public instruction in the circular accompanying the programme of work points to the fact that as a rule "education is a secondary consideration in charity nurseries, which attempt to gather under the direction of one teacher from 60 to 100 and even more children, and expresses the hope that the organization of the communal kindergartens will be such as to limit the number of children intrusted to one teacher to 30 or 40 at most." A similar observation may be made in our own country. Charity kindergartens frequently unite in one room from 100 to 150 children, and seek to "keep them in order" by placing at the disposal of the teacher a number of inexperienced apprentices, who in blundering fashion pay with their time for the privilege of "learning the kindergarten." There is no greater obstacle to the diffusion of a proper appreciation of the kindergarten than the charity kindergartens organized in this miserly fashion.

The minister of public instruction concludes his remarkable circular with the following far-reaching words:

"If these institutions are pervaded by the principles of Froebel, if they hold in high esteem the cultivation of the senses and of the incipient faculties, if they open the heart of the child to moral influence, if they give him habits of order and industry, there can be no doubt that the primary school and the school for adults in continuing and completing a culture so well begun will secure that rounded education which renders the pupil intelligent and efficient, prepared for individual and for social life, capable of working out his own improvement."

In accordance with the spirit of the law of 1879, the communal *écoles gardiennes* were freely subsidized by the state, and the need of private enterprise in this direction was signally reduced. At the same time strenuous efforts were made to secure competent teachers for these schools. For this purpose persons who desired to teach in the *écoles gardiennes* were required to hold a special diploma as proof of a satisfactory examination showing among other things a knowledge of the method of Froebel and familiarity with the didactic exercises of the kindergarten. Admission to these examinations was accorded only to those who had passed satisfactorily through preparatory schools, and, for the present, to those serving at the time in the

¹ The *Revue Pédagogique Belge* just brings the news (September, 1890) of the death of this educational benefactor of Belgium. He became minister of public instruction in 1873 and filled this important office until the fall of the Liberal ministry in 1884. The *Revue* says concerning the results of his administration: "Under his administration hundreds of schools were built even in the remotest hamlets; schools for adults, normal schools, and atheneums multiplied in every province; special and superior institutions were reorganized, supervision was strengthened, the position of the teachers improved and honored; the state created the first intermediate schools for girls and assumed the organization of kindergartens left heretofore wholly to the initiative of private enterprise and the communes; the programmes were entirely recast and gave to popular education the scientific and integral character corresponding with the requirements of our time; in short, it was a real intellectual awakening."

communal *écoles gardiennes*, in the communal primary schools or in the practice schools of State normal schools.

In order to secure the needed preparation the Government had planned the establishment of special normal schools for the training of kindergartners. For the period which must necessarily elapse before the realization of the plan it had established temporary normal courses in a number of prominent cities. These courses lasted for ten weeks, required a high degree of preparation in those who entered, and gave much time to thoroughly professional work under excellent teachers. Persons who attended these courses could secure by suitable examination a provisional license to teach. They had after that three years' time to prepare themselves for obtaining their final special diploma, which alone could render their appointment permanent. In 1880 these normal courses were attended by 830 students; of these 720 secured the provisional license. Out of 492 who attended in 1881 439 secured licenses. In 1884 three-quarters of the teaching corps (over 1,400) had secured the full special license. Subsequently additional opportunity for improvement was offered by teachers' conferences, four of which are held annually under the auspices of the Government. We reproduce in Appendix F the plan of the conferences at Antwerp for 1882. Indeed, in his triennial report published in 1884, the minister of public instruction, Vanhumbéek, could write:

"The exercises of the *méthode Froebel* have penetrated, to a great extent at least, into all the *écoles gardiennes* subject to our inspection. There are no longer any classes in which the children do not practice the folding, plaiting, and cutting of paper; where they have not frequent talks on the persons and things in the school and in the family, on the productions of nature and of the arts; where the children can not recite some small pieces of children's prose and poetry; where they are not able to render a pleasing song, to execute some regular marches or some gymnastic games. In all there is taught a little arithmetic and drawing, and in the greater number the children are skilled in producing the constructions and arrangements implied in an intelligent use of Froebel's gifts."

Still here, too, popular ignorance and prejudice had compelled the teachers in a number of places, notably in the provinces of Hainault and Namur, to make concessions to false notions and to teach the rudiments of reading and writing in order to secure the attendance of children.

"Certainly," he concludes, "the interpretation of the thought of Froebel is not yet perfect in all the schools; a number of the teachers render the work with the occupations too mechanical and fail to arouse the spontaneous activity of the children; but in general there is considerable progress, and we may safely say that we are far in advance of the old nurseries (*garderies*) where the poor little children vegetated in idleness and disorder and in a fatal torpor of head and heart."

The bright prospects of an indefinite progress, however, received a serious check with the accession to power of a reactionary government in 1884. In September of this year the beneficent law of 1879 was abrogated and a new law promulgated which practically disowns the *écoles gardiennes* so far as the state is concerned. It reduces these schools to the status of 1842, leaving the communes "free to establish or suppress *écoles gardiennes* without the intervention of the Government." The state, however, reserves the right of inspection over all *écoles gardiennes* organized by the communes or subsidized by the state, the province, or the commune. It still places in its budget a certain sum for subsidizing such schools, if the commune solicits this aid and the state finds the existence of the school justifiable and its character satisfactory.

At the same time the plans for the establishment of special normal schools for the education of competent teachers were abandoned and the special normal courses, established for the same purpose, were dropped. Attendance on the conferences for the improvement of teachers ceased to be a matter of interest to the state, and laws requiring special licences became inoperative so far as the state was concerned.

The disastrous effects of this hostile legislation soon became apparent. It is true that according to the reports of the Government the population of these schools and the number of teachers continued to increase. With reference to attendance the Government finds for the period from the 1st of January, 1884, to December 31, 1887, an increase of 33,953 children reporting for the latter date a population of 99,296 children in the *écoles gardiennes* of the kingdom.

It should be observed in the first place that the period referred to includes the year 1884 during 9 months of which the schools were under the law of 1879, and, inasmuch as the population of these schools, on June 30, 1884, had reached 74,383 children, the increase claimed would, by this consideration alone, be reduced to 24,913. Again, one chief inspector complains that in some schools children are kept in these schools to the age of 9 or 10 years, and another regrets he has found in these schools "many children of 12, 15, and 18 months."

It goes without saying that such irregularities would be more apt to be tolerated in the "adopted and subsidized *écoles gardiennes*," which are virtually under the con-

trol of religious associations or private interests, than in the communal schools, which are wholly under public control. Now, the immediate effect of the law withdrawing the impelling and encouraging offices of the Government from the communal *écoles gardiennes* was the reduction in the number of such schools and their replacement by so-called "adopted or subsidized" *écoles gardiennes*, i. e., schools established under the auspices of religious associations or private interests that fulfilled certain conditions which might entitle them to the support of the commune, the province, or the state.

Thus, on September 30, 1884, there were in the kingdom 850 communal and 16 subsidized *écoles gardiennes*. On the 31st of December of the same year, three months after the inauguration of the new régime, the number of communal schools had been reduced to 685, and the number of "adopted" schools had been increased to 109, an aggregate reduction of 72. During the next three years the number of communal schools was further reduced to 665 and that of the "adopted" schools increased to 282, an aggregate increase of 81 schools over September, 1884.

On the other hand, the contribution of the Government to the expenses of these schools had amounted during the period of 1882-'84 to 2,800,000 francs. During the period of 1885-'87 they were reduced to 1,500,000 francs. At the same time the provinces, following the example of the state, reduced their contributions by nearly one-half, nearly 350,000 francs for the three years, while the communes increased their share of the expenses by less than 300,000 francs for the same period. The average annual expenditure for these schools fell from 2,435,000 francs to 1,910,000 francs.

That under these conditions these schools must have suffered in efficiency is to be expected. In 1884 22 teachers were paid less than 1,000 francs per annum; in 1887 641 received less than 1,000 francs; the average income of the chief instructresses had been reduced nearly 100 francs, and exceeded the average income of the sub-instructresses less than 100 francs. The percentage of teachers furnished with diplomas had decreased steadily, and in the "adopted" schools full 40 per cent had no diplomas. In these nearly one-half the teachers were members of religious orders.

The inspectors, says the official report, "while acknowledging the devotion and the heart qualities of the teachers, regret that a great number of them are weak in the matter of professional education." In the résumé of inspectors' reports, prepared by M. Sosset, secretary of the council for the improvement of primary instruction, this gentleman writes:

"In the *écoles gardiennes* conducted by licensed teachers and possessing a sufficient outfit, the greater part of the exercises continues to be conducted in accordance with the Froebel method; but in the others they are far from doing all that is needed to strengthen the body by gymnastic exercises suited to the children's age, far from arousing the faculties of the intellect and from instilling noble sentiments.

"Too frequently the teacher transforms into machine work the occupations which are best suited to exercise the spontaneous activity; rarely even does she express herself with sufficient ease and correctness to enable her to do useful work in the formation of the language of the children.

"Nearly everywhere outside of the great cities there is a more and more pronounced tendency to substitute for the conversational talks, for the instructive and entertaining games, for the folding and other occupations, the monotonous and usually mechanical exercises in reading and writing, in arithmetic and recitation, in which the teacher aims more at the form than at the contents."

In view of the fact that even the officials of the government are beginning to see and to venture to point out the growing retrogression there is, possibly, some hope of a return to the healthy and sensible methods of the law of 1879. In the interest of the cause of universal education, which is the cause of humanity, it is to be hoped that Belgium will soon reassume the leadership in the popular kindergarten movement which she so summarily relinquished in 1884¹.

In the meanwhile, the larger cities of the kingdom are exerting themselves generously to uphold the cause. At their own expense they not only maintain the kinder-

¹ At the meeting of the thirty-third congress of the Belgian Federation of Teachers, which took place September 1-5, 1890, at Ghent and which was attended by over 800 teachers, an inquiry into the condition of the national primary schools formed the chief subject of discussion. The complaints of the teachers were freely announced. It appeared that the Government had considerably reduced its subsidies for primary instruction and had thus rendered it impossible for the communes to meet the public demands. More than 800 communal schools and over 1,200 schools for adults had been suppressed. In the rural districts the kindergartens had disappeared. Zealous teachers had been discharged and replaced by the personnel of the so-called free schools (consisting chiefly of members of religious orders or their partisans) who can offer no guaranty of fitness. Similar mismanagement has placed the normal instruction and even inspection into the same hands. Even now comes the news that the *École Normale des Humanités* of Liège, devoted to the education of professors for intermediate schools, has been suppressed, and that a similar fate is in store for the *École Normale des Sciences* at Ghent. The Congress of the Federation in the vain hope of finding relief for this sad condition of affairs has decided to petition the King.

gartens previously established, but add new ones where they seem needed, organize training schools for kindergartners, teachers' conferences, and do all in their power to "hold the fort." This is so much the more commendable, since similar additional burdens are heaped upon them by the Government's neglect of the schools for adults and by its parsimony with reference to communal primary schools and normal schools. The present status of the kindergarten movement in Belgium, so far as its brighter side is concerned is, therefore, best studied in the work of her larger cities, such as Brussels, Antwerp, Liege, Ghent. To these we turn for the purpose indicated.

BRUSSELS.

In 1877 Brussels assumed full charge of its six nursery schools (*écoles gardiennes*), and in 1878 M. Allard, the superintendent of public instruction, announced that after the lapse of a certain period the teachers should undergo an examination which would decide their fitness for the work. This examination was held under the presidency of his successor, M. Buis. He was struck with the lack of suitable preparation on the part of the teachers and with their scanty knowledge of Froebel. Consequently he called upon Madame J. Guillaume to give them a course of normal instruction which should prepare them for the final transformation of the *écoles gardiennes* (*salles d'asile*) into kindergartens (*jardins d'enfants*).

He prepared at the same time a most remarkable report to the communal council, and drew up regulations, which were adopted in October, 1879, and have remained in force to this day. Concerning this document, Madame Guillaume writes to me under date of April, 1890: "It is the opinion of competent persons that this is the loftiest and at the same time the clearest presentation of this subject. We still strive to realize this programme with the same persistence as during the earliest period."

A few extracts from the report of M. Buis will prove the correctness of Madame Guillaume's judgment. He writes:

"The kindergarten is the basis of the primary school. Without it public education is without foundation and vitiated from the start.

"When the primary school is not preceded by a kindergarten it is too often filled with wretched, stunted, coarse children, bred in hovels and already corrupted by street vagabondage.

"The kindergarten should supplement the material and intellectual insufficiencies of parents who are unable to watch over the earliest physical and moral development of their children. It should come to the aid of too numerous families, and this aid will be more efficacious to them than the meager allowances of the bureau of charities.

"If, however, it is to accomplish its purpose well it must be organized in accordance with Froebel's method—i. e., it must be a place where the child's powers, his intellect, and moral sense are cultivated in a rational manner, based on the observation of the child's faculties.

"The kindergarten, then, is to fulfill a portion of the mother's duty. It is not a school in the ordinary sense of the word. It is not its business to teach, but to develop the child's intellect by an appeal to his creative powers, by furnishing him impressions which they could not receive in their ordinary surroundings.

"By means of a graded series of games, of exercises, occupations, and of moral and instructive stories, the children are led to see well, to hear well, to acquire correct ideas, to feel an interest in all that is around them; they are led to observe, to express themselves clearly, to use their inventive and creative powers; they learn to appreciate the necessity of order and cleanliness, they acquire a taste for work, and learn to love goodness—the triple basis of all æsthetic and moral education.

"The things to be followed in the kindergarten should not be chosen, therefore, because of their knowledge value, but rather because of the facilities they afford for leading the children to observe, to think, and to express their ideas.

"They should be aroused from the intellectual somnolence due to ignorance, avoiding with care, however, all stimulation by artificial means; it is not by tickling that a child should be brought to laugh. Joy, like curiosity, should result from the natural expansion of their being, content to live and attracted by the novelty of external things.

"The kindergartner will labor to combat the natural selfishness of the child by giving him opportunities to be good and amiable to his comrades.

"In order to furnish to the primary school well-prepared children the kindergartners should be penetrated with the spirit of Froebel's method, and should in no way indulge in a hybrid compromise between kindergarten and school."

He then continues to demand for the kindergartner careful normal preparation; advocates a moderate number of children as the share of each teacher; discusses the arrangement of the buildings and grounds, the furniture, etc. Concerning the government of these institutions, he says:

"The government of the kindergarten should be humane, but not effeminate. The

children should learn to rely on themselves, to bear the consequences of their thoughtlessness and awkwardness, to clean what they have soiled, to help themselves; in all things, they should be led by a gentle but firm hand.

"The children of the advanced division should work as much as possible for those of the lower divisions, so that they may gain the feeling of that solidarity and fraternity which ought to unite all human beings.

"They will then feel the satisfaction—so dear to children—of knowing that they are useful; they will taste the pleasure of being busy and working for those weaker than themselves, a sentiment which is the foundation of the great law of charity and love, to which is attributed the superiority of modern society over ancient civilization."

He concludes this remarkable report with a tribute and an appeal to the ladies of Brussels, as follows:

"We would establish, in connection with each kindergarten, a school committee.

"For this purpose we would draw on the assistance of the ladies of Brussels. What better way to employ their kindness, their natural charity, than this watching over the education of the poor children. How frequently could they find opportunities to give useful advice to mothers and to mitigate concealed suffering! They ought to aid us in this great work of civilization; it is they who, above all else, could become the uniting link between the rich and the poor, the ignorant and the cultured.

"Fortunately our country is free from the hatred of classes which so cruelly divides the rich from the poor in other lands. Would that all the women whom fortune has favored might understand that on their charity and on their devotion to the interests of the people depends the maintenance of this favorable condition of affairs."

From the regulations appended to this report we gather the following facts: Children from 3 to 6 years old, and living in the commune, are admitted to the kindergartens gratuitously. The kindergartens are open from 8 o'clock a. m. to 4 o'clock p. m. Children may bring their dinners and remain during the noon hour under the supervision of assistant teachers and janitors. Children are received at any hour of the day. The pedagogic supervision is confided to an inspectress. The principal of the kindergarten is subordinated to the inspectress; she has charge of the general supervision of the kindergarten, and fulfills at the same time the special functions of kindergarten in one of the divisions of the school. In addition to the principal, the kindergarten employs other kindergartners, assistants, and women for general service. They are forbidden from absenting themselves without the permission of the Aldermanic College, to engage in any work not prescribed, or to sing songs and distribute images not approved by the college, to receive presents of any kind from the parents. Four times a day the kindergartners record the degree of temperature; at the close of each week they report the average to the principal, who transmits the report to the hygienic bureau. Children before presenting themselves at the kindergarten should be washed and their hair combed; they should be provided with a handkerchief; they should change their linen on Mondays and Thursdays. Every day before beginning the class work the kindergartners inspect the handkerchiefs, and see to it that the children's stockings are properly fastened, their shoes tied and blacked. They demand particularly careful bathing of the body, and insist that the boys' hair be cut close and the girls' hair well combed. Untidy children are washed by the women for general service. Fifteen minutes before the departure of the children, they are again inspected, so that they may be sent home perfectly clean and in good condition. In addition to the food brought by the children who remain at noon, they are furnished an abundant supply of substantial soup. They take their meals seated in good order and under supervision. It is formally forbidden to strike the children; they should always be reprimanded with gentleness. Only in cases of absolute necessity they may be requested to take a seat away from the others, but always in sight of the teacher, or denied participation in the exercises; yet these punishments shall not last longer than during one exercise. For each kindergarten a special school committee is appointed whose mission is to observe the work and to suggest improvements to the communal administration; to seek out children who do not frequent the kindergarten; to see to it that the care and discipline of the school be maintained in the kindergarten. Each of these committees consists of six members chosen by the communal council, and holding office for four years.

To the courtesy of Madame Guillaume, inspectress of the Brussels kindergartens, I owe an account of *A Day in the Kindergarten*, prepared by Mademoiselle Van Molle André, as well as the *Walk of the Children* and the story of *Tony*, written by other kindergartners. These accounts, taken from the actual work, will convey an excellent idea of the spirit and character of the work done at Brussels. They are appended to this report, together with a translation of the official program and time table (see appendices A, B, C, D).

The perusal of these appendices will convince the reader that these kindergartens have, indeed, much to commend them. There breathes in them a spirit of unassuming charity and sincere respect for childhood, a generously humane tendency which

does great credit to the mind and heart qualities of all concerned in the work. On the other hand, the plan of the work in each section, as indicated both in the program and in Mademoiselle André's account, seems to take its points wholly from the means and subjects of instruction and takes little account of spontaneous interest and the immediate needs of self-activity in the child's development.

ANTWERP.

Concerning the kindergartens of Antwerp I owe much valuable information to Jan Van Rijswijk, who occupies the important position of director of public instruction in that favored city. In the letter accompanying the documents which he sent me he says:

"It is said that our institutions may be considered as the best attempt made in that direction in Belgium and, perhaps, in Europe. The result has been successful beyond our expectations. The pupils of our baby-schools (*kinder-tuinen*, or *jardins d'enfants*) on entering the primary school, at the age of 6 or 6½, are already used to the discipline of the school and prove the best pupils. Their understanding is quicker and clearer, since it has been developed by rational practice and graduated exercise."

Mr. Van Rijswijk transmitted to me at the same time an account of Three Days in a Kindergarten of Antwerp (which forms appendix E) and a monograph on the Kindergartens of Antwerp by Alexis Sluys, published in 1890. From this valuable monograph we learn that the kindergartens were introduced in Antwerp by M. Evariste Allewaert, for many years director of public instruction of the city of Antwerp. "M. Allewaert," says the monograph, "had learned to appreciate the fact that the work of the primary school was virtually without foundation so long as it could not rest on a well-directed early education. He resolved that in order to secure this early education he would substitute the action of the commune for that of parents unable to fulfill their duty. He was theoretically, at least, acquainted with the system invented by Froebel to stimulate in children the unfolding of all their faculties. In 1875, he undertook a journey to Germany and to Holland, in order to familiarize himself with the organization of kindergartens. In the following year he sent to Leiden to the Froebelian Normal School of M. Van Aerdenberg three communal teachers chosen from among the most intelligent; three others were sent later on. These teachers followed the course of the Froebelian school for three years and familiarized themselves completely with the theory and practice of the kindergarten work. In 1880 they were placed at the head of the first maternal schools opened at Antwerp by the communal administration. Since that time, a dozen additional institutions of this kind have been opened. They contain actually a population of 4,200 children, a personnel of 13 principal teachers, 85 teachers, 2 piano teachers, 45 assistants, 27 servants. The budget of this department comprises 10,040 francs for general expenses, 168,585 francs for salaries, besides 2,100 francs for the normal Froebel course."

M. Sluys ascribes the success and superiority of the Antwerp kindergartens to the determination and care with which M. Allewaert insisted on the pedagogic preparation of his teachers. The paragraphs which M. Sluys devotes to this question should be carefully read and considered by the teachers and parents of American children, and more particularly by those among them who control the schools of the land. Much of the noisy inefficiency, weak sentimentality, and quackery that characterizes some American kindergarten work might be avoided by heeding the example of wisdom afforded by the deliberate modes of procedure followed by M. Allewaert. "Many persons," writes M. Sluys, "imagine that it is possible to prepare a kindergartner with little expense and trouble; that it is sufficient to require of the candidate a little elementary information and the attendance during a few weeks on a limited course where the theory of the gifts and occupations is explained. This is a serious blunder. This practice of breakneck speed, followed in so many cases, has given us, with a few exceptions, only very mediocre results; and to this hasty preparation is due the failure of the Froebel system in a great number of kindergartens, which, in spite of external appearances, are in reality only 'gareries de moutards,' into which the spirit of the master has not penetrated and where the gifts and occupations have fallen into simple routine devices. The first education of children requires extensive information and many special personal qualities and aptitudes.

"The kindergartner should be at least as well informed as the elementary teacher; she should know and understand the physiology, hygiene, and psychology of childhood, and have thorough control of the theory and practice of the Froebelian exercises; she should, besides, know how to observe the character of the children and, what is still more difficult, she should know how to play with them; tact and good taste are other necessary conditions of success in her mission. Our ordinary normal schools (M. Sluys himself is director of the normal school of Brussels) are not in

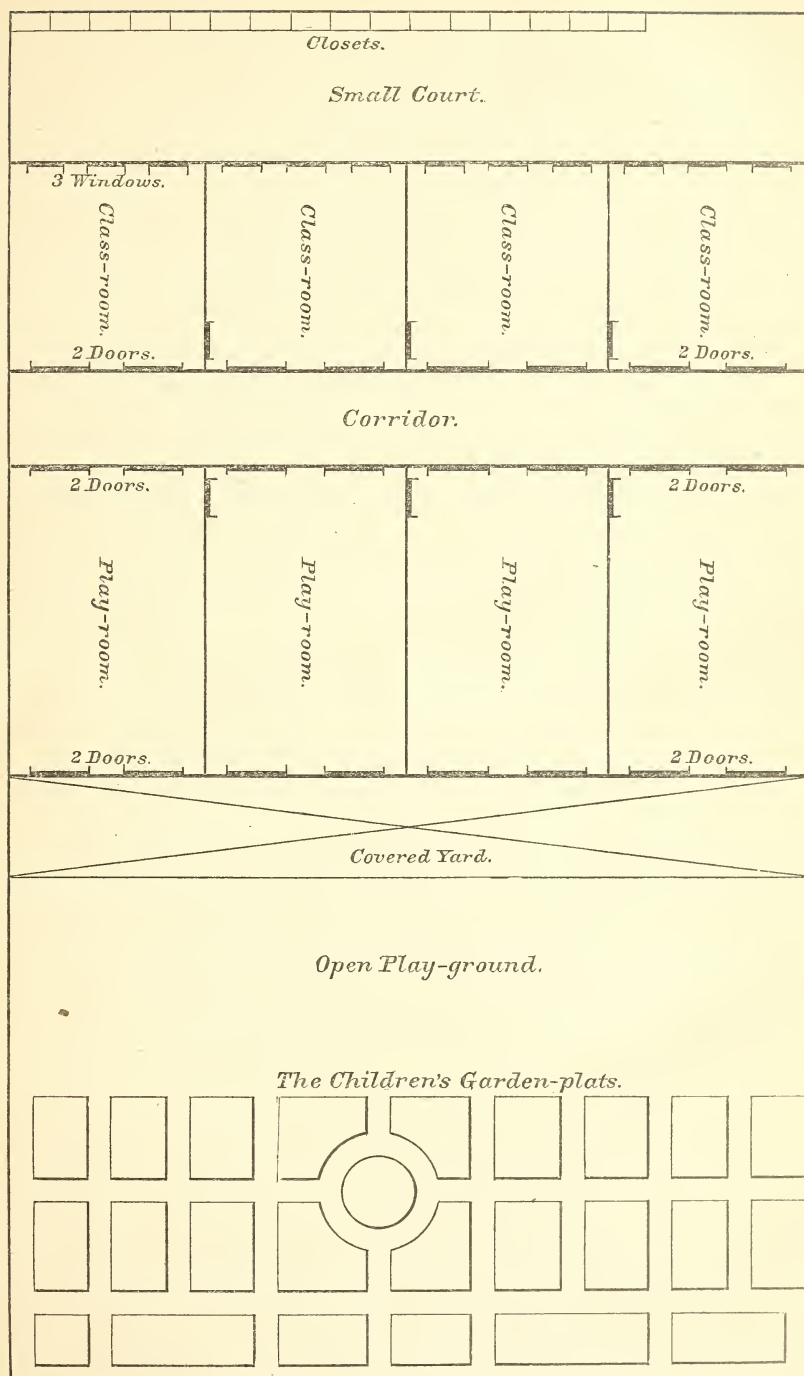
condition to develop in young girls that fund of knowledge and aptitude. The Froebel system, which in reality ought to be the foundation of the pedagogic culture of our teachers, barely forms in these schools the subject of a theoretical course comprising a very limited number of lessons. Besides, the girls who graduate from our normal schools generally have little taste for the work of Froebelian teachers and do not feel at home in the kindergarten. Indeed, because of the unpedagogic character of our normal schools, the primary schools, in spite of the reforms introduced in them, continue to bear the character rather of intermediate schools, where literary and scientific matters are taught, than of Froebel schools which concern themselves with the integral culture of the faculties by means of methods based on the very nature of the children.

"When those who direct public instruction shall have reached a scientific idea of the education of children, our normal and primary schools will undergo a thorough transformation; the latter will become institutions of integral education in which Froebelian methods will be used with all the developments they imply, and the normal schools will assume their true character of pedagogic and professional institutions devoted exclusively to the science and art of education.

"We said above that Mr. Allewaert had sent to Leyden six primary teachers who studied there for three years the Froebel system. To this first nucleus was intrusted the task of organizing the first kindergartens at Antwerp, and to prepare the personnel that might be needed later on.

"This preparation is accomplished as follows: The most intelligent, the best gifted young girls that have obtained a certificate of capacity in the communal schools of Antwerp, are admitted to the normal Froebel course, which is given by special teachers, from 6 to 8 o'clock in the evening, four times a week. Among these pupils, 15 to 16 years of age, a committee chooses the assistants, who, for at least two years, practice in the kindergartens under the direction of trained kindergartners. Thus these young girls become initiated in the theory and practice of the profession. * * * A final examination, both theoretical and practical, confers on those who have furnished proofs of real capacity the diploma of Froebelian teacher."

The buildings are well constructed for the purposes in view. The accompanying ground plan of an Antwerp kindergarten has been kindly transmitted to me by Mr. Van Rijswijck. Its description, however, I cull again from the monograph of Mr. Sluys.



"A central corridor divides the building into two parts. Four class rooms face four play rooms. These arrangements permit the admission of a double population, for all these rooms are constantly occupied. During every hour of the day there are always four groups in the class rooms, busy with the gifts and occupations, and four groups in the play rooms, singing, dancing, or going through with gymnastic exercises.

"The class rooms (in our ground plan, the play rooms) open on a covered court connected with an open play-ground which is bounded by garden subdivided into plats. Here, when the weather permits, the children play freely, breathing pure air and playing gardener, for each school (or group) is provided with a sufficient number of watering pots, spades, rakes, adapted to the size of the young horticulturists. * * *

"The children remain at school the entire day, from 8:30 to 4 o'clock. At noon they are served a substantial meal, consisting of soup, vegetables, and meat or milk. Until 1884 this meal was served gratuitously to the poor children; but the reactionary ministry suppressed this state aid to the kindergartens, hoping thereby to suppress them,¹ and the communal administration of Antwerp has been compelled to require of the parents a small fee for the noon meal. The expenses for this purpose amount annually to 62,311 francs, which is .0626 francs per meal, or 15.65 francs per year for each child.

"The class furniture consists of small tables, to which two small benches with backs are adapted on the same side. All the children, therefore, front the blackboard, on which the teacher demonstrates her lessons. This arrangement has some advantages, but also serious drawbacks. It tends to transform the kindergarten into a school. Now, the kindergarten should be rather an overgrown family than a school in miniature. We prefer large tables around which the children can be seated comfortably; * * * the children should be at liberty to talk with each other during all the exercises, to communicate to each other their impressions, desires, plans. This is the very essence of the Froebel system. The Antwerp furniture excludes this familiarity. The child is too much isolated in his place; he has no companion during his exercises. * * * The teacher, too, is too much tempted to give collective instruction, not leaving enough initiative to her little world of active and spontaneous beings."

Concerning the exercises, the reader will find much in Appendix E, Three Days in an Antwerp Kindergarten, and in the official programme printed below. Mr. Shys speaks in enthusiastic commendation of their drawing. In this the artificial Froebel drawing tends to disappear and to make room for drawing from nature. He mentions, too, with praise, an exercise he witnessed in a kindergarten. The teacher told a story which appealed strongly to the children's sympathies. Immediately afterwards, in the playroom, the scenes of this story furnish the subjects for the game, which is accompanied by a song whose stanzas recall the incidents of the story.

In their songs the children are accompanied by the piano, which all the teachers must know how to play. On the whole, the teachers have enough to do. They keep a daily journal in which they record all the exercises made; they are expected to make careful preparation for every exercise of the following day. They enter the school at 8 o'clock a. m., and do not leave it until sometime past 4 o'clock in the afternoon. They serve the noon meal of the children. For this the regular teachers are paid 1,000 to 1,600 francs. The directresses or principals are paid 1,600 to 2,500 francs and lodging, or an indemnity of an additional 1,000 francs to pay for a lodging; and the assistants receive annually 350 to 600 francs.

Such is, in its principal features, the organization of the kindergartens of Antwerp. In 1887 the communal kindergartens of this city were attended by over 4,000 children, taught by 95 teachers of all grades. In 1889 the city expended for her kindergartens 279,727 francs.

LIEGE.

An interesting letter addressed to me by Mr. Renleaux, director of public instruction at Liege, not only gives an account of the character of the work done in that city, but indicates the high plane from which the Belgian teachers view educational work.

¹It is claimed that by the reactionary revolution of 1884, which gave supremacy to the clerical party, there has been constant retrogression in educational work. This retrogression is felt more particularly in the *écoles enfantines*, or kindergartens, and in the schools for adults. In proof of this the following facts are cited: "The expenses for *écoles gardiennes* (kindergartens) and adult schools, which in 1882, 1883, and 1884 reached the average of 3,816,911.55 francs, fell in 1877 to 2,890,431.36 francs. This, in spite of the fact that the communes pay more under the present administration. The annual average of the communes rises from 1,511,410.24 francs to 1,602,093.86 francs. The share of the provinces is reduced from 243,839.24 francs to 132,294.05 francs. However, the greatest economy falls to the share of the state. The average which, under the preceding ministry had reached 1,581,041.07 francs, was reduced during the following three years (1885-'87) to only 804,491.77 francs. This economy is due to the suppression of more than 1,600 kindergartens and adult schools.

"Our city," he writes, "is endowed with 17 kindergartens, established in buildings constructed and arranged with reference to their special purpose, where light and air are supplied in abundance, and provided with covered and open playgrounds, where children have an opportunity to play in every season.

"The kindergartens are attended by more than 4,000 children. The educational methods of Froebel are used in them.

"Inasmuch as the object of these schools is to develop the child physically, intellectually, and morally, the teachers should be in possession of at least solid, if not extended, general information, of a knowledge of pedagogics, of special and general methodology, psychology, and hygiene.

"A Froebelian normal course, established in 1862 by the city of Liege, secures capable instructors. In the application of the means proposed by Froebel for the development of the faculties of the child, the teachers aim to leave it as free as possible; they avoid formal lessons, engage in motherly story-telling, in which the child has a large share, and from which are excluded all set or memorized answers.

"In the occupations they distinguish three phases of work: (1) The instruction by which the child learns intuitively how to make a weaving pattern, a folding form, a building form, etc.; (2) the practice, in which the child carries out given directions; (3) the free work, which permits the child to give vent to his inventive and creative powers.

"The kindergarten is a large family or a small society; the teacher leads the child gently to the practice of family and social virtues. Here order and discipline are obtained, not imposed; they rest on the respect and affection with which the teacher inspires the child; on the variety which she brings into the games and occupations; on the tact with which she makes them pleasant to him and insures his success in their use. The pupil never acts under compulsion; if he refuses to play or to work, the school does not insist; he is not lectured, and very soon he returns of his own desire to take his place among his companions. The children are happy in these institutions. Indeed, those who are kept away for a time from any cause whatever impatiently ask to be brought back to them.

"The primary school teachers notice a remarkable difference in the development of pupils that come to them from kindergartens, as compared with those that come directly from the home. In another direction we notice the happy effect of these institutions on the physical development of the children, who usually enjoy in them robust health. This result is due to the good hygienic conditions of the buildings, to the judicious care bestowed on the pupils, to their games and other gymnastic exercises, to the joyousness and cheerfulness of the place, to the wholesome and varied food served to the children every day at noon. Those among them whose health seems to demand this are given, besides, doses of cod-liver oil.

"These results influence the whole life of the child, and this influence will be more deeply felt in the measure in which the primary school will follow Froebelian principles in its work.

"These principles may be summed in a few words: Direct observation (intuition, *anschauung*), and consequent development of the spirit of observation, of perception, and the acquisition of personal ideas; application of the acquired knowledge to manual occupations, development of manual skill, of keenness in estimating measurements, of the intuitive impulse, and of the creative powers; games which establish a happy equilibrium between the intellectual and the physical education.

"No one to-day doubts the necessity of basing all primary instruction on intuition, and very few consider the manual occupations incompatible with the programme of these schools. Manual work is recognized as an educational factor, and is derived directly from the Froebelian occupations; the child whose sight and touch have been trained will pass without trouble to more solid work, based on geometrical applications, such as card board work, woodwork, etc.

"The manual work of the household has an equally obvious relation to the Froebelian occupations; indeed, the games furnish the occasion for affording practice to the little girls in household work, *e.g.*, the games of the housekeepers, of the cooks. Pricking and embroidering prepare for sewing; weaving, for mending and darning; cutting out, for the handling of scissors; drawing, the coloring of engravings, the decoration of the class room, and the selection of the colors of chains and festoons, develop the æsthetic sense.

"Reading, writing, and knitting are reserved for the primary school, inasmuch as these things fatigue the children, without benefit to their development.

"Froebel is the precursor of the introduction of manual work into the primary schools. He has the glory of having opened new outlooks to educators, of having taught them the fact that the only salutary education is that which prepares the child for life; that which does not separate study and work, but merges the one into the other."

The arrangements and order of work in the kindergartens of Liege are still virtually the same as reported for the Paris Exposition of 1878 by Mme. Op Den Berg,

general directress of the kindergartens of the city. They seem to differ little in the essentials from those of Antwerp and Brussels, so satisfactorily described in the appendices to this report. We notice here, too, certain indications of schoolish formalism which, however, under the circumstances, may be excusable. There is much of the military subordination in the distribution of teachers. Each establishment has a first kindergarten, who receives her orders from the general directress and controls the work of the second and a number of third kindergartners. The children, seated on benches before kindergarten tables, face in the same direction, an arrangement which can not fail to place the children in more or less schoolish subordination over against the artificially superior teacher.

This tendency is intensified by the fact that the teacher is seated on an elevated platform, from which she can overlook and control the entire class, and, perhaps, still more by the practice of having each child on entering the class room formally salute the teacher, take from a basket strips or sheets of paper, and engage quietly in individual work at his place. This practice evidently has no other object than that of keeping the child quietly busy; for when the class is called to order he shows his work and deposits it in a common basket, past which all the children file into the courtyard; and subsequently these papers are unfolded by some one of the personnel and, if still fit, used again the next day. It certainly must be a severe trial to a child to see daily that those whose judgment he esteems most highly attach no value to his work and undo it for the sake of the material which in itself has no value to him.

All these criticisms, however, fall into insignificance before the many excellent qualities of the work, and above all before the spirit of genuine benevolence that seems to rule every phase of the work, and the never-failing regard for the child's humanity in every detail. Mme. Op Den Berg herself sums up the beneficial results of the kindergarten in the following concise fashion:

"The parents of the children of the working class may be divided into two categories: Those who gain their livelihood at home and those who are compelled to seek it away from home.

"For both of these the kindergarten is a great benefit; a permanent, inestimable blessing; it secures the moral, intellectual, and often even the physical life of their children.

"Play, motion, are natural to the young human being; he is equally in need of companions of his age, who think as he does, who respond to his prattle. Now, the child of the working class would too often be condemned to remain at rest in a narrow room, deprived of air, serving as bedroom, kitchen, and workshop. Should he move about father and mother would scold, and the little thing would sicken, would suffer physically and morally. * * *

"Under more fortunate conditions, even where the parents enjoy a certain comfort, there are few mothers who are fit to conduct the first education of their children and to do this in the full sense of the word.

"Still sadder would be the picture where father and mother leave the house in the morning. Here the child would be turned over to the care of a mercenary neighbor. It would run the streets, exposed to all kinds of physical and moral dangers.

"Such is not the fate of the children in the localities where kindergartens are established; here they are housed during the entire day; they are surrounded by thoughtful, maternal solicitude, led to the love of work, to taste for study; developed physically, morally, and intellectually. They are happy; their countenances declare it. They carry to their homes a reflection of this happiness; they tell their parents what they did, what they learned, and these are touched and lifted by their recitals."

Thus she sums up the direct results as "harmonious development of all the faculties of the human being, security of the parents during their long hours of work, the happiness of the children."

Concerning the indirect results, she says: "We should not lose sight of the fact that the child of to-day will be the man of to-morrow; consequently, to work at his education is to work on the amelioration of humanity. We should have to despair of ever succeeding in such amelioration if great results could not be expected from an intelligent application of Froebel's method. In fact, it appeals to the child's individuality; it develops his special aptitudes; it stimulates the will and forms the judgment which is to guide it; it awakens the spirit of observation, of research; it develops a taste for work and arouses the inventive tendency; it teaches that happiness comes from duty well done; it trains at the same time touch, sight, hearing, and speech. Without doubt children thus educated must be well prepared for more extended instruction; must work intelligently in whatever career they may subsequently choose, must struggle vigorously against ill fortune, for resignation is not always a virtue.

"Surely this is a powerful remedy against pauperism, that wound of society. A feeling of human dignity has been cultivated in the kindergarten; the child has

learned that 'poverty is a vice,' if it is not combated by continuous work; if the products of its efforts are not used in an orderly and economical manner. While very young, he has enjoyed comforts and advantages procured by a government solicitous for the welfare of the people; he knows, for this thought has been implanted in his heart, that later on he must, by his own strength, conquer for himself this sum of comforts and advantages. He knows it, and he will do it."

It is very evident from this summary of beneficial results that the public kindergarten in Belgium is still to a large extent an engine of public benevolence. Probably it shares in this respect the condition of the public school as a whole in many of the older European civilizations. On the other hand, it is equally obvious throughout that the educational leaders of this little kingdom are aware, in a higher degree than the rest of Europe, of the true relations between the kindergarten and the primary school, as well as between Froebel's educational principles and the development of humanity in man.

I can not take leave of this generous city without noticing a very remarkable book which had much influence on the direction of the Belgian kindergarten development. This work is the *History of a Kindergarten* (*Histoire d'un Jardin d'Enfant*) by Mlle. Octavie Masson.

In 1861, the city of Liege entrusted the task of organizing her *écoles gardiennes* to Mlle. Octavie Masson, a large-hearted lady of rare energy and intense devotion to her cause. She had made a special study of Froebel's Method and succeeded in transforming the *écoles gardiennes* into kindergartens, establishing at the same time a normal course for the preparation of competent teachers. In 1863 Mlle. Masson was appointed general directress of the kindergartens of the city, a position which she filled until her death in 1875. The success of her work attracted general attention. The effects of the kindergarten training on the children of the poor were so obviously uplifting, that ladies of the wealthy classes who visited these institutions determined to secure for their children similar benefits, and opened in 1869 the Froebel Institute, a kindergarten for the children of well-to-do people who were able to pay for each child an annual fee of 60 to 80 francs. This institute, too, was placed under the direction of Mlle. Masson.

In 1872 she published her *History of a Kindergarten*, in which she gives a somewhat detailed account of the growth of the work in her ideal kindergarten. Inasmuch as this book gave direction to the kindergartens not of Liege alone, but of Belgium as a whole, it deserves more than passing notice. The book is divided into twenty chapters whose headings, with two exceptions, are the names of the successive gifts and occupations, and deal almost exclusively with the information that may be conveyed with the help of these, describing at the same time suitable devices for conveying this information effectively. Only occasionally the child is permitted self-actively to take the initiative in an exercise, and the opportunities for using gifts and occupations in the expression of his own ideas are extremely rare.

Evidently we have to do in Mlle. Masson's kindergarten with a most charming school, a school taught by a woman of rare resources, of remarkable vivacity, possessing a large fund of love of childhood, a wonderful magnetism in manner and speech, but nevertheless a school whose chief business is the acquisition of information and the proper formulation in speech of the information acquired.

A few passages taken from the book will render this clear. In the very introduction we read: "The teacher asks, the pupil tries to answer; but in his answer he carefully reproduces completely the very phrase contained in the question. For instance, if, after naming and introducing the cube, the teacher exhibits it to his audience and asks: 'What is the object I hold in my hand?' the pupil is invariably expected to answer: 'Madam, the object you hold in your hand is a cube.'" This petrified hyper-Pestalozzianism is much insisted upon throughout the book. When the teacher brings to the children, concealed under her apron, a box containing the balls of the first gift, much time and interest are spent in an effort to secure the full answer: "Madam, you have a box under your apron."

In other cases where this is not feasible the teacher falls into lecturing or, worse still, the children merely repeat sentences spoken by the teacher.

Thus, on the occasion of a "lesson" on the soap-bubble, the children, after laboriously finding out that the stem of the pipe was "long, round, and straight," that the pipe itself was "hard, stiff, and brittle," were at last permitted to look at a soap-bubble made by the teacher, who immediately set to work to explain away the charm and mystery of the spectacle in the following fashion:

"— My dear children, the colors of the bubble are the decomposed colors of light. Light is white, it is true, but very learned men have noticed that a ray of light on passing through a prism shows distinctly the colors which you found on the big worsted ball. A prism is a triangular piece of clear glass. Here is one!" and the teacher showed them a glass prism, which was eagerly examined by the children. She resumed her conversation. She taught them that the soap-bubble was hollow, very thin, that the water constantly flows down along the sides of the bubble, and

that therefore these constantly diminish in thickness; that it acts like a prism, and that for this reason it shows successively all the colors of the light.

"Observe it well (she says to the children), when it is about to burst; it is almost black. At that moment there is, so to speak, no more light."

To this "lecture," I add an example of mere Pestalozzian word-teaching from a lesson on the third gift. Some child had made the remark to his neighbor that the children were in the class room like the cubes in their box. The little neighbor objected, because if it were so they would not have enough air to breathe. Then the teacher comes in.

"There is a space above us and around about us which seems empty; but in reality, dear children, this space is filled with air. This is true; it is also true that the air is indispensable to life. Every day, even in winter, we have to open the windows to let fresh air come into the room."

"When the little cubes are put into the box," said one of the little hearers, "the air disappears."

"Yes," said another, "but as soon as they are taken out, the air goes back in the same quantity."

"My dear little Adrian," I said then, "when we speak only of the space which a thing occupies without referring to its mass, its weight, the exact word is then 'volume.'"

"Repeat carefully with me: When we take the cubes out of the box, the same volume of air goes into the box."

"The hollow space of a thing meant to hold another thing is called its capacity."

Thus the lesson continues giving definitions of the terms "solid," "liquid," and "gaseous," and then concludes:

"The solids and the gases are contrasts; the liquids are the intermediates. I have already explained to you what a contrast is; I told you that the sphere and cube are contrasts, and that united in an intermediate they yield the cylinder."

The same spirit prevades the entire book. Throughout the chief concern is to have the child understand the things he handles, rather than to enable him to use them for purposes of his own. The spirit is Pestalozzian rather than Froebelian. Nevertheless the book is a charming contribution to educational literature, and bears on every page testimony to the unselfish devotion and motherly sympathy that characterized the writer's intercourse with the children.

A similar spirit seems to prevade, to some extent, the work at Antwerp and Brussels, as will appear from the descriptions in Appendices A and E. The work is based largely on the gifts, and consists largely in giving lessons, as on the blue color of the ball, on the half of the cube, etc. Nevertheless there is here increasing freedom and a wider scope for self-activity, and much evidence of a deeper apprehension of Froebel's meaning. Every evidence, indeed, goes to show that genuine child-love presides over the work, and this can not fail to lead the devoted workers ultimately to the goal they seek.

APPENDIX A.

A DAY IN A BRUSSELS KINDERGARTEN.

By Mlle. H. VAN MOLLE ANDRÉ.

From 8 to 9 o'clock.—It is 8 o'clock. The kindergarten has opened its doors to the little ones, who assemble gradually. The kindergarten, too, does not present the smiling aspect of later hours, but, as the hour advances, the animation grows, and soon the children come in great numbers, as if they were assembling for a pleasure excursion. At half-past 8 o'clock the teachers are all at their posts, and the pupils, in groups of 10 or 12, assemble in the passageways, where they discuss the games they expect to play, for they know that hoops, wheelbarrows, balls, and ropes will be at their disposal. The older ones give themselves up heartily to their plays, while from prudence or egoism they seat their younger friends on the benches that surround the garden. These seem contented with their lot, for as they rest from the long walk, they follow attentively all the intricacies of the games.

From 9 to 9:30.—At last the regular time for beginning the work has come. Brothers and sisters, relatives, friends, and neighbors must separate. Then occur those endearing and charming scenes which never cease to touch those who witness them daily. The pupils of the higher and middle divisions step into line and, after inspection by the teacher, who assures herself that all the recommendations with reference to cleanliness have been punctually followed, enter the class rooms, where the work with folding awaits the former, and that of tablets the latter.

In the upper division the square papers are counted and placed at the corner of each of the three tables around which 36 boys and girls are seated. In the middle division a dozen boxes, each containing 8 square tablets (red on one side and blue on the other), are placed in columns at the edge of the table. The pupil at the corner passes them to his smaller companions, who thank him with a pleasant gesture. The boxes are opened eagerly; the slight stir occasioned by the noise of slipping the covers under the boxes makes the little ones laugh heartily. The teacher asks the children to form a square of a uniform color with four little squares. This square is turned with an angle in front, and the other tablets are added, two at a time, in such a way as to preserve always the symmetry that belongs to the occupation.

The outer tablets, differing in color from the inner ones, are placed successively in different positions around the central square. The series of designs obtained is reproduced on the blackboard, and when the first form has been reached again the work becomes free. Each one tries his best, and after ten minutes of imaginative effort, the hour for recreation has come.

Let us pass to the children of the higher division. They have folded their square to the double fundamental form, from which a great number of life-forms are derived. They are already familiar with quite a number of these; for on the shelves of the class room entire series are displayed, but to-day they are to learn a new form. The teacher shows it to them made from a much larger paper. It is the gondola. The interest of the children increases; all try their skill. At last the most skillful one has obtained the new form. The frail vessel floats gracefully on the water contained in a trough placed on the teacher's table for this purpose. Other gondolas follow, and soon half the class have succeeded. The last pupils seem discouraged; but even at this age they already have the habit of kindergarten life, and the more successful ones aid their little companions with much alacrity.

All are busy at their work, nothing seems to distract them, not even the laughter and songs of the little ones in the next room; for when the older ones, as if to give the example to the younger ones, went to their work, the younger ones were playing a game under the direction of their teacher. The children were arranged in a circle in which a little girl imitated the leap of a small rabbit following the rhythm of the song which accompanied the game.

From 9:30 to 10 o'clock—Our little workers quit their places in order to yield them to the little children of the lower sections, and very soon we see in the two class rooms 36 children, 3 to 4 years old, installed at their work tables. A box containing 8 small cubes is given each one of them. They open it together, in an orderly manner, in such a way as to bring out the entire cube. They seem familiar with it, for they decompose it perfectly, and after constructing a form dictated by the teacher, each child makes another at pleasure. Here it is a bridge, under which the neighbor glides with his train of cars made with his cubes; here, we see a number of the usual forms—the mother's chair, the kitchen table, the doll's bed, the bench for the tired travelers. Each form gives rise to some conversation between the children and the teacher who inspects them all.

While these little children are busy with the material of the third gift, those of the advanced class, with a charming swagger, defile in military fashion, for it is the hour for gymnastics. They arrange themselves in rows and carry out with all the exactness of which such children are capable the various gymnastic movements required of them. In another class room the teacher has selected exercises to train the hearing and touch of her children by engaging them in the play of the blind man.

From 10 to 10:30.—At 10 o'clock the little children leave the benches, which are immediately occupied by the pupils of the higher and intermediate divisions. To the latter slates and slate pencils are distributed. While waiting for the teacher's instructions, one little fellow tries to draw the tumbler which he sees on the table, another designs some simple pattern on the network of his slate. But a little girl brings in a number of ivy leaves from the garden; each one of the pupils is given one of these, holds it with the left hand on the slate in order to obtain the outline of it by passing the pencil around it. Some of them have succeeded perfectly and add the veins in order to complete the drawing. At the same time there is perfect silence, all the little faces are attentively turned toward the teacher, who talks to her pupils about the walk they took the day before. They had followed a portion of the boulevards on the outskirts of the city and had noticed the trees. An engraving on the wall representing a magnificent tree suggests to a little girl the very correct remark that the trees on the boulevard did not present the same aspect as the tree on the engraving. The teacher then talks to them about buds and the leaves that come from them. She transforms a leafless tree she had drawn on the blackboard into a tree whose branches are covered with leaves.

While our little friends have thus been occupied with drawing in one room, and in another wholly absorbed in the conversation, the children of the lower sections, arranged in two large concentric circles, have played and sung the "Imitation" game.

From 10:30 to 11.—A short and rapid march brings the little ones back to the class room, where each one is given a weaving mat of stiff American linen (?) and a number of Bristol board strips. All follow the first weaving dictation (one up, one down); the more advanced bring with the design a variation due to the difference in the width of the strips; they follow in their work a similar formula (one wide, one narrow). Their little chubby hands already manage the material skillfully, and they arrange little races among themselves as to who should first finish filling the weaving-net.

In the adjoining playrooms the pupils of the intermediate class have their gymnastic exercises, in another the teacher of the higher division has them play the "tree" game, which appropriately follows the talk that had just elicited so much interest from them.

From 11 to 11:30.—For the last time the older pupils take the places occupied by the little ones. For the intermediate division each one has been given a box of beads of different colors. In order to train them to patience and at the same time familiarize them with the colors, the teacher has them select red and blue beads. During this time wires for stringing the beads are distributed, and the children following carefully the teacher's dictation produce a pretty lace pattern. They work very earnestly at this; for, anticipating the punishment, they avoid the overturning of their boxes.

The pupils of the higher division are engaged in interlacing slats. Each child has received 8, with which he has formed the octagonal star. This the teacher draws on the blackboard in order to accustom the children to draw from nature. Then the interlaced star is modified, each child following his own suggestions, and at least three-fourths of the pupils produce good designs.

The time for closing has come. The material used in the last lessons is put up in the closets by the most skillful little girls. The little ones who, during the last period, were engaged in free play are all dressed and waiting in the playroom, where the older ones come to find them and to take them home.

From 11:30 to 12.—At the door of the school the impatient mothers await the departure of the children, who do not leave their teachers without some affectionate sign of gratitude. About a score of little ones have remained in the vestibule. They are those whom fortune has not favored. They can not, like the others, return home at noon, for both father and mother, in order to supply the necessities of the household, are out at work for the entire day. A neighbor, a brother, an older sister, have given them their breakfast, too often only a piece of bread. They return to one of the class rooms which the woman of general service has transformed into a dining room. The tables are covered with long, smooth tablecloths, and set with plates and spoons. The little guests take their seats; a delicious soup is served by two of the teachers who will share their meal with them. Towards noon the greater half of these pupils leave the school; the others continue at their luncheon under the supervision of one of the teachers who, subsequently, permits them to play freely.

At 1 o'clock the doors are reopened. The teachers and pupils return, the latter awaiting their schoolmates in the garden.

From 1:30 to 2 o'clock.—At half-past one the older pupils enter their class room and the younger ones the playroom. In the intermediate division second-gift boxes have been distributed, and, after some exercises that show the relation of the elements of the gift, the teacher passes to the play part of the lesson. A column is constructed with the cube, cylinder, and ball in the middle of the table. A pupil tries to overthrow the structure with his ball. He fails repeatedly, but another who has a more practiced eye succeeds at the first trial. Repeated applause is heard, for all are interested in the game which is continued until the hour for leaving the class room.

The higher divisions in the meanwhile are busy with cardboard work. Each child has a small envelope containing its work. One draws on the square-ruled cardboard the development of the cube he is going to cut out. Another constructs a cube whose six faces are embroidered with a design of his own. A third finishes an oblong box which he wishes to present to his mother on her birthday. These good intentions wonderfully stimulate the pupils; they take up their work each time with renewed zeal until the little ones claim their seats in the class room. The little ones themselves come from the playroom, where they have played the game of the "little fishes."

From 2 to 2:30.—The younger children are seated around the tables on which they let the balls of the first gift dance. The movement, slow at first, becomes more and more accelerated, and soon explosions of laughter are heard. The teacher then passes to the formation of the first numbers, which is accomplished by combining the colors.

On the playground the cries of joy show that it is recess for the middle division. One can not hear his own voice; each one wants to rule. At last one of the little despots carries his point: "Let us play horse." The partisans of his view engage

in the game merrily, while the others in various groups amuse themselves at pleasure. Some little girls play mamma; some boys imitate soldiers; and here is a group playing school, conducted by a very severe little teacher.

The pupils of the higher class are also occupied in playing, but they are engaged in the game suggested by their teacher in her class journal, and get out of it as much amusement as the intermediate section do from theirs. It is the game of "cat and mouse."

From 2:30 to 3 o'clock.—At half past 2 o'clock recreation ceases and work begins afresh. As if she wished to furnish a contrast to the noisy games of the intermediate division, the teacher gives them an occupation that rivets their whole attention; *i. e.*, perforation. Each one has his piece of felt, his perforating card, and pricking needle.

The higher division are busy with sticks. Each one with 13 sticks has made a little element for a design, and these carried out on the four sides produce elegant designs, developing æsthetic designs. These symmetrical forms are modified by a variety of changes made by the pupils.

At the same time the little ones in the playroom imitate the trotting and galloping of horses, singing the appropriate song.

From 3 to 3:30.—For the last time, at 3 o'clock, these little ones return to the class room in order to interlace paper bands. Each one has two bands of different colors with which he makes the "cat-steps." During all this time they talk together; and one even accompanies the song which the pupils of the intermediate class are singing in the adjoining playroom, where they are playing the game of "the child who seeks a place in the circle."

The oldest division have their free recess. One group are engaged in hunting for a ball which the teacher has concealed on the playground. The others are playing "prisoner."

From 3:30 to 4 o'clock.—After recess the pupils by twos march into the class room. In the intermediate division, at each table, a child distributes among the children a certain quantity of moist sand. At the same time they are given a tin mold which they fill with the sand in order to recast its shape. These children, opposite one another, exchange molds, and, ultimately, the two arrange their forms in a square or in a circle.

In the higher division the pupils are engaged in ring-laying. They have made a design composed of five rings, one large one and four small ones in this one. The large one is surrounded by four large half rings and eight medium-sized half rings. By suitable modifications three new designs are made, and then they work freely.

The little children of the lowest division have been dressed in the meantime and the time for closing has come. The boxes with rings are put back in the case and the pupils leave the class rooms to get ready for their departure.

At 4 o'clock the doors of the kindergarten are opened for the dismissal of the 150 little ones who passed the day so pleasantly within its walls.

APPENDIX B.

EXCURSION OF A BRUSSELS KINDERGARTEN TO THE BOIS DE LA CAMBRE.

For three days great excitement has animated the kindergarten. The pupils are full of joy; their countenances beam. The teacher has promised them, as a reward of their obedience, to take them on an excursion. For three days they have besieged the teacher with questions to which she opposes a silence that only increases their curiosity.

At last the eve of the great day is at hand. While they are working in silence, the teacher attracts their attention to her own work. She is preparing paper squares which, contrary to usage, will not be used in a folding lesson, but for notices to be taken by the children to their mothers. Pressed with questions she reads the contents of the note to the children, and they learn to their intense joy that an excursion to the woods is fixed for the following day.

On leaving school each child carries off its note and promises to rise early in order to be among the first. On the next day they are punctual, dressed in their best attire, and provided with their dinners. While waiting for their departure, they are continually examining the little baskets and studying their contents. At a quarter of 9 they are assembled and arrange themselves in file by threes and direct their steps toward the gate of Schaerbeek where they are to take the tramway for the woods. What pleasure to mount the trams, especially for those among them who

have never been upon them; they take their places but no one wants to keep his seat, all want to see the things along the line.

Soon they notice the column of the Congress, the lions that surround it, and they want to know the name of the person on the column. Some notice the statue of Gen. Belliard, then that of Godfrey of Bouillon, whom they call a great cavalier. Subsequently their way leads them along the boulevard and the avenue of the woods. To their great surprise the conveyance stops; they have to get out and are at the same time sorry and pleased.

It is 10 o'clock; they have reached the woods; what shall they do? The teacher is getting ready to direct their attention to the characteristic things. The great number of trees strikes them at once; then the great size of the trees. They recognize those which adorn the playground of the kindergarten, and those which they have seen in the park. They name the chestnut tree, the plane tree, the acacia, etc.; and for a time their conversations deal only with the trees and their fruits so far as their knowledge extends. To this the teacher adds new information; she directs their attention to the beech tree which yields the beechnut of which they are so fond, the filbert tree which gives the filberts, and the poplar, remarkable for its height, etc.; she induces the little society to gather some leaves from these trees in order to put them in their herbarium.

Subsequently they repair to the lawns dotted with flowers. They wish to gather some of these, and among the gathered flowers several are new to them. They hasten to show them to their teacher and to ask for their names. At her advice, they put them with the leaves that are to be carried home.

The permission to play freely is granted them. What game will they choose? "Let us play wolf," says Arthur, "for we are in the woods." "No, no," says Marie, "we might call him, and I am very much afraid." At these words all begin to laugh, for they know very well that the teacher would not take them to a dangerous place. They begin their game. A second and a third game follow; then the teacher calls them to dinner. All are content, for they are very hungry. They go to the nearest dairy, hasten to open their baskets, and eat with an enviable appetite. After the repast, which lasts only a few minutes, they take a walk to aid digestion. Then the teacher plays a number of games with them; shows them the fish which they like to imitate, entertains them in the ravine, then again grants them free play, when they seize the ropes, the balls, the hoops brought from the school, and amuse themselves royally.

At last the hour for returning has come. The hats are gathered up and the different objects laid on the grass are picked up; the children, arranged in the same order in which they arrived in the morning, march to the entrance of the forest. Here they enter again the trams which are to take them home. They are no longer as inquisitive as they were in the morning; fatigue has overcome them; all are seated, and a number have gone to sleep. From the terminus of the tram they march to the kindergarten, where anxious parents await their return.

The next morning they have a thousand things to say to their schoolmates, and the teacher avails herself of their eagerness to extend their knowledge, making comparisons, rendering them more familiar with the great persons they met, and directing their attention to the provisions for the herbarium. Thus she gathers all possible good results from this excellent excursion.

APPENDIX C.

A STORY TOLD IN A BRUSSELS KINDERGARTEN.

Tony.

On the banks of the Senne, a short distance beyond Lacken, there lived a family of peasants whose work consisted chiefly in raising vegetables for the market of Brussels. The husband was named Peter and his wife, Mary. They had three children, Paul, John, and little Louise. (Here I trace on the blackboard the house and add successively the things of which I speak.) Their house was on the banks of the river. In front there was a tolerably large lawn. The vegetable garden was behind the house. Around the garden there was a fence which Peter had built from small branches of shrubbery.

The peasant had a large dog whose name was Tony. He had also many chickens. Tony was a splendid dog who had already done great service to the family. At night he guarded the house. In the morning he left early hitched to a small wagon full

of vegetables on his way to the market with Mary. On his return he walked about and, when the children of the neighborhood came to play with Paul and John, Tony was of the party; the children mounted on his back, or they made him go through with his drill, having him to sit up holding a stick in his paws. Little Louise loved him much, but the poor child was always sick and tormented everybody, especially the dog, who, however, bore her no ill will.

At one time, in summer, a rain storm kept Peter from going to market. It rained for four days. Finally, on going to the window, the peasant saw that it had almost stopped raining, but the water of the river had risen to the edge of the bank. The field and vegetables were covered with water. Peter, however, left with the dog, but they had hard work to return, for the roads were covered with mud and the rain had again set in. Peter changed his clothes, and Tony lay down before the fire. Mary had prepared a good soup, but her husband ate very little, for he was sad.

The rain kept on; the sky was covered with gray clouds, the wind shook the windows, and in the country the wheat was laid low by the weight of water. Peter was in despair. He thought if this continued until the next morning the river would be in the garden and their home inundated.

In the afternoon a neighbor, whose house was lower down, came to say to Peter that the water had entered his dwelling, that he had been compelled to take refuge with his family in the barn. He had brought his youngest child with him, and asked Mary to keep it until the next day. The afternoon was passed in preparing for the worst. Peter took into the hayloft the linen, provisions, etc.

The rain kept on. "All will go well," said Peter to his wife, "if the dike (I explain the word) a short distance from here is not broken by the flood; but if it should break, it would be terrible. I shall see if I can help our neighbor and shall return very soon."

An hour later he came back as he had promised. "All is well," he said to his wife; "the dike holds out well and our house is well built." Tony was in his corner, his large nose between his paws. He watched the rain; he was not afraid of water, for he could swim like a fish.

The peasants retired to sleep. The children were in the bedroom side by side. Paul and John slept together, and Louise shared her bed with the neighbor's little girl. In the night Mary and her husband were suddenly aroused by Tony's howls. Peter sprang from the bed and cried out: "We are already in the water; the dike is broken. Take the children quickly to the loft." Tony howled at the door, and tried in vain to open it with his heavy paws. Mary took Paul in her arms and carried him up. Peter took John and opened the door for his dog. The water in the house had risen up to the knees.

"Stay in your bed," exclaimed Peter to the other two children. "I shall be back directly; do not be afraid." But while he ascended quickly to the loft, Louise sprang out of the bed and was carried away by a current of the rising water. When Peter came down he heard the neighbor's little girl cry out the name of Louise and point to the door. He did not lose his head, but called his dog and showed him something white which floated out toward the river, saying: "Tony, quick; fetch Louise."

The good dog swam after her, caught her by the end of her gown, and soon brought her back to Peter, who carried her to the loft. The mother took charge of her, but Louise had to stay in bed for six weeks.

For several days the water covered the country around. Most of the people that lived on the banks of the river were ruined, but Peter and Mary were still quite happy to have their little Louise; and Mary often said to Tony, patting him: "Good Tony, you have saved our little Louise."

APPENDIX D.

PROGRAMME OF WORK FOR THE KINDERGARTENS OF THE CITY OF BRUSSELS,

Lower division.

| Time. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. | Saturday. |
|-------------------|--------------|--------------|---------------|---------------|--------------|------------|
| 9 to 9:30 | Free play... | Free play... | Free play.... | Free play.... | Free play... | Free play. |
| 9:30 to 10 | Stories..... | Drawing.... | Building.... | Second gift.. | Stories..... | Drawing. |
| 10 to 10:30 | Game..... | Game..... | Game..... | Game..... | Game..... | Game. |
| 10:30 to 11 | Balls..... | Weaving.... | Counters.... | Tablets..... | Balls..... | Weaving. |
| 11 to 11:30 | Game..... | Game..... | Game..... | Game..... | Game..... | Game. |
| 1:30 to 2 | Free play... | Free play... | Free play.... | } Recess....{ | Free play... | Free play. |
| 2 to 2:30 | Building.... | Sticks..... | Stories..... | | Building.... | Sticks. |
| 2:30 to 3 | Game..... | Game..... | Game..... | | Game..... | Game. |
| 3 to 3:30 | Beads..... | Sand..... | Plaiting.... | | Beads..... | Sand. |
| 3:30 to 4 | Game..... | Game..... | Game..... | | Game..... | Game. |

Intermediate division.

| Time. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. | Saturday. |
|-------------------|--------------|--------------|----------------|---------------|--------------|-------------|
| 9 to 9:30 | Drawing.... | Tablets..... | Second gift .. | Tablets..... | Bookmarks.. | Drawing. |
| 9:30 to 10 | Game..... | Game..... | Game..... | Game..... | Game..... | Game. |
| 10 to 10:30 | Building.... | Drawing.... | Sticks..... | Weaving.... | Building.... | Sticks. |
| 10:30 to 11 | Gymnastics.. | Gymnastics.. | Gymnastics.. | Gymnastics.. | Gymnastics.. | Gymnastics. |
| 11 to 11:30 | Stories..... | Slats..... | Beads..... | Sewing..... | Stories..... | Tablets. |
| 1:30 to 2 | Folding.... | Building.... | Bookmarks.. | } Recess....{ | Folding.... | Weaving. |
| 2 to 2:30 | Game..... | Game..... | Game..... | | Game..... | Game. |
| 2:30 to 3 | Beads..... | Balls..... | Stories..... | | Slats..... | Rings. |
| 3 to 3:30 | Free play... | Free play... | Free play.... | | Free play... | Free play. |
| 3:30 to 4 | Weaving.... | Pricking.... | Sand | | Plaiting.... | Sand. |

Higher division.

| Time. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. | Saturday. |
|-------------------|--------------|--------------|----------------|----------------|--------------|--------------|
| 9 to 9:30 | Book-marks. | Folding.... | Building.... | Cardboard... | Building.... | Drawing. |
| 9:30 to 10 | Gymnastics.. | Gymnastics.. | Gymnastics.. | Gymnastics.. | Gymnastics.. | Gymnastics. |
| 10 to 10:30 | Cutting.... | Slats..... | Interlacing .. | Drawing | Cutting.... | Sticks. |
| 10:30 to 11 | Game..... | Game..... | Game..... | Game..... | Game..... | Game. |
| 11 to 11:30 | Story..... | Drawing.... | Tablets..... | Building.... | Stories..... | Weaving. |
| 1:30 to 2 | Tablets..... | Weaving.... | Beads..... | } Recess.....{ | Rings..... | Folding. |
| 2 to 2:30 | Free play... | Free play... | Free play.... | | Free play... | Free play. |
| 2:30 to 3 | Cardboard.. | Sticks..... | Stories..... | | Sewing..... | Interlacing. |
| 3 to 3:30 | Game..... | Game..... | Game..... | | Game..... | Game. |
| 3:30 to 4 | Building.... | Rings..... | Modeling.... | | Beads..... | Modeling. |

APPENDIX E.

THREE DAYS IN A KINDERGARTEN OF ANTWERP.

The kindergarten is free, has an attendance of 300 children in 6 classes, with 6 teachers, 3 assistants, and 2 servants.]

The children begin to arrive at the school at 8 o'clock. They play freely until 9 o'clock, either on the playground or in one of the play rooms. In summer the children of the two older classes are busy with the gardens, whose care is incumbent on them.


After each exercise, which lasts on an average 30 minutes, the children go to the playground. Indeed, they remain here if the weather is favorable and the character of the occupations permits it. Every class-room exercise is followed by games and songs in the play room.

There are 6 classes, in reality 3 classes (each in two divisions) and 3 play rooms. The noon lunch is taken at half past 11. After the meal, until half past 1, the children play freely without the intervention of teachers, as before 9 o'clock.

At 4 o'clock the children leave school. Those who can not go home alone wait, under the care of a teacher, until they are called for or are taken home.

Occupations of three days.

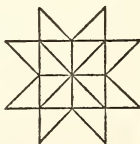
FIRST YEAR—CHILDREN OF THREE YEARS.

| Weekly order of exercises. | Plan of exercises. | Remarks. |
|----------------------------|--|--|
| <i>Monday morning.</i> | | |
| 1. First gift | <i>To distinguish the blue color.</i> —The teacher shows the blue ball. All the children look for the blue ball in the box, take it out, and show it. Various exercises with the blue ball: Putting it back into the box, taking it out again, passing it from the left to the right hand, rolling it on the table in different directions, etc. Show various blue objects, look for such in the class room. Mix the balls; take out the yellow ball, the red ball, the blue ball. | Generally the children have in their hands the objects with which the lesson deals. This is particularly the case with the gifts and occupations. In the lowest class we deal only with the three colors, red, yellow, and blue. |
| 2. Games | <i>Play with the balls.</i> —The children, at a signal given by the teacher, alternately throw each of the known balls into a large basket, until they make no more blunders; <i>e.g.</i> , (1) yellow balls, (2) red balls, (3) blue balls. | The ball is used in all classes in games which grow in complexity. |
| 3. Sticks | <i>The chair.</i> —Talk about the chair. Its uses. Some children sit down in it. The chair is made with sticks, the work of the teacher serving as a model to the children. The children try to place it in different directions, as below:  | The teacher takes every opportunity to strengthen good tendencies and to weaken bad ones, to accustom them to proper conduct, etc. |
| <i>Afternoon.</i> | | |
| 1. Singing | The teacher sings a very simple children's song. The children are pleased with it and express a desire to learn it. They, at first, hum the tune of it, accompanying the teacher. They then learn the words, which are well pronounced and well explained, and finally sing the words. | |
| 2. Third gift | Finding the half of the cube: Divide the cube into two half cubes, in imitation of the teacher; the children separate and reunite the half cubes or change their places repeatedly. With the help of the teacher they try to find other ways of dividing the cube. Then they divide without any help. Divide a paper strip, a bun, a fruit into two equal parts. When we receive an apple, a cake, we give half of it to someone else, to the brother, the chum. | All gifts are used as much as possible for three distinct ends: (1) To represent common objects; (2) To construct artistic forms; (3) To represent geometrical forms, and for arithmetical exercises. |
| 3. Free games | The children march in file. All the movements of the leader are imitated by the rest. The children form a circle; each in its turn passes around on the inside of the circle, walking, running, or leaping in some fashion. | |

Occupations of three days—Continued.

SECOND YEAR—CHILDREN OF FOUR YEARS.

| Weekly order of exercises. | Plan of exercises. | Remarks. |
|-----------------------------|---|--|
| Wednesday morning. | | |
| 1. Folding..... | <i>Construction of the double boat.</i> —Take a square folding sheet of any color. Observe its sides and angles. Place the lower edge on the upper and crease in the middle. Notice the oblong. Open the paper and fold similarly from right to left, etc., etc. | Such a lesson always begins with a talk on the object in question. Different kinds of ships should be shown the children. Familiar comments; moral stories are always in place. After the exercise which appeals to the senses and the intellect comes the little story that appeals to the heart. |
| 2. Singing..... | <i>The song of the ship.</i> —The song is accompanied with imitations of the movements of ships and sailors. In the work room there is a large vessel with mast, sails, cordage, rudder. In the ship there is room for three or four children who can do work there, such as casting out the anchor, hoist and take in the sails, work the rudder, etc. | |
| 3. Slats..... | <i>Two interlaced triangles.</i> —Forming different angles with two slats. Construct different triangles with three slats. Make two equilateral triangles; place one on the other; interlace them; count and compare the new small triangles. | |
| Afternoon. | | |
| 1. Exercises in the garden. | <i>Purpose:</i> To arouse in the children a desire to work in the garden and to prepare them for next year's duties. Talk about all they see, the beds, the trees, the flowers, etc., about the work in which the children of the third year are at that time engaged in their little gardens. The children freely ask questions of the teacher. They begin to work in the part of the garden reserved for them; they spade, rake, make clods, ditches, wells, etc. They also learn to handle some garden tools. Finally, by way of recompense, the children receive the ripe fruit and eat them. | The children of the two higher classes have gardens of one or two square meters in which they sow and plant at pleasure. Each one has a spade, a rake, and a watering pot. The plants are observed in their daily growth. The harvest is gathered every year. The common parts of the garden are cared for by the teachers, the children observing their work. There are many cherry trees, apple trees, gooseberry bushes, raspberry bushes, strawberry plants, fruits of which are distributed among the children. |
| 2. Drawing with tablets. | Drawing a star with triangular tablets. Some observations about the tablets. Their name, comparison with the square tablet sides and angles. Have them draw the angles on the black board. Make a square of two tablets. Unite four of these in a larger square, etc. (until the following star is reached). This figure is drawn on the slate. The children use a tablet to find the chief points which they join afterwards with straight lines in free hand drawing. Children that have succeeded well in their task, make another figure of their own invention and copy it afterwards on their slates. | Drawing begins at the close of the first year. Throughout we follow the method indicated by Froebel, grouping similar elements, joining by intermediate forms dissimilar elements, going from center to circumference, from left to right, top to bottom, etc. The children are thus prepared to find other figures easily. Slate drawing goes hand in hand as soon as possible with pencil drawing on paper. |
| 3. Free games..... | <i>The prisoners.</i> —Three children, three prisoners, are shut in the circle formed by the remaining children, hand in hand. If they succeed in their efforts to escape, those who permitted them to escape take their places. Throwing a ball as near as possible a given mark. Throwing balls towards an object from a line drawn on the floor at increasing distances from the goal. | |



Occupations of three days—Continued.

THIRD YEAR—CHILDREN OF FIVE YEARS.

| Weekly order of exercises. | Plan of exercises. | Remarks. |
|----------------------------|---|--|
| <i>Friday morning.</i> | | |
| 1. Story | The teacher tells with interesting details and much feeling a moral, instructive, and probable story, and draws the principal scene on the blackboard before the eyes of the children. <i>Subject.</i> —The ground is covered with snow. A child feeds the sparrows who suffer from the cold and hunger. <i>Drawing on the board.</i> —The home of the child; two trees; snow everywhere; a child that scatters bread crumbs; sparrows flying all about. Some questions are put; the different parts of the design are shown; the whole story is told, without interruption, by several children. If time is left, the children are allowed to draw the easier parts of the design, and they are induced to tell other stories previously told. | Stories begin to be told with the beginning of the second year. Preference is given to family scenes, to events of child life. |
| 2. Singing | Repetition of three familiar songs with piano accompaniment: The Blacksmith, The Gardener, House-Building. The tools of the blacksmith, of the gardener, the things needed for the construction of the house are in the children's hands. The words indicate the work and the motions. | The piano is in the play-room of the higher class; it is at the disposal of the teachers of the lower classes once a week. |
| 3. Plaiting..... | Plaiting a festoon with six strips. (Full directions of the form are given, but are here omitted.) | The paper work (plaiting, weaving, and folding) is begun at the close of the first or beginning of the second year. |
| <i>Afternoon.</i> | | |
| 1. Gymnastic exercises. | A number of exercises of special parts of the body, and marches with piano accompaniment. It should furnish occasion to move every part of the body. It comprises marches and countermarches in the shape of the square, the cross, the circle, spiral, the wavy line, * * * gymnastic movements of all sorts with the ropes, hoops, wands, and other light apparatus. A graceful, firm gait, and the greatest exactness are required. The whole should produce an agreeable impression. | This prepares for the gymnastic exercises of the primary school. |
| 2. Modeling | Modeling an apple in clay. This exercise is preceded by an object-lesson on the apple. A model apple in clay is examined and serves as sample. The children first make a ball; this is flattened and worked until the desired form is obtained; the lesson closes with inventive exercises. | The children use chiefly their fingers in shaping the apple; only for final touches they use the modeling tool. When the real objects are not too complicated, they serve as models. |
| 3. Free games | "Two are enough and three are too many; then one or two chosen by the children." | |

In all exercises the children are granted all the freedom compatible with the order and discipline that should reign in a school. They may talk with one another, speak to the teacher without asking permission whenever the nature of the occupation allows this.

APPENDIX F.

CONFERENCES OF KINDERGARTNERS.

Usually the order of exercises is as follows:

1. Reading of the minutes of the previous conference.
2. Didactic exercises.—One or several teachers are designated to give the lessons of the programme.
3. Discussion of these exercises.
4. Criticism of home work.
5. Communications and recommendations.

REMARKS.

1. Each exercise occupies at most thirty minutes.
2. The didactic exercises begin with a song and close with gymnastic game by the pupils.
3. The work and the collections of pupils and teachers are exhibited in one of the schoolrooms.

PLAN OF CONFERENCES FOR ANTWERP, 1882.

FIRST CONFERENCE.

1. *Home work.*—Write three moral children's stories on any subject.
2. *Didactic exercises:*
 - (a) *First year pupils.*—Third gift. Divide the cube into two parts in all directions.
 - (b) *Second year pupils.*—Tablets. The isosceles right triangle.
 - (c) *Third year pupils.*—Peas and sticks. Rectangular prism and pyramid. Differences and resemblances.

SECOND CONFERENCE.

1. *Home work.*—Duties of the teacher to the children, the parents, and the authorities.
2. *Didactic exercises:*
 - (a) *First year pupils.*—Analysis of the fourth gift. Comparison with the third.
 - (b) *Second year pupils.*—Any moral story.
 - (c) *Third year pupils.*—Sowing and planting in the little gardens. If the weather precludes this or if the kindergarten is without a garden, the drawing of curved-line designs on the slate will be substituted.

THIRD CONFERENCE.

1. *Home work.*—Show that the Froebel method develops naturally and harmoniously body and mind.
2. *Didactic exercises:*
 - (a) *First year pupils.*—Plaiting the cat-steps.
 - (b) *Second year pupils.*—Slats. Figures composed of six slats. Explanation about angles.
 - (c) *Third year pupils.*—Daily care of plants in the little gardens. In case of hindrance, explanation of a child's poem.

FOURTH CONFERENCE.

1. *Home work.*—How can the teacher make the school pleasant to the children.
2. *Didactic exercises:*
 - (a) *First year pupils.*—Comparison of first and second gifts. It is supposed that the children see the second gift for the first time. Each child receives two boxes.
 - (b) *Second year pupils.*—Folding geometrical forms.
 - (c) *Third year pupils.*—Familiar talk about the turnip.

II.—SWITZERLAND.

A strange country is little Switzerland, harboring a motley people that—marvelous in Europe—rests its nationality not on language or common origin, but wholly and alone, spurning all external considerations, on the love of liberty. Switzerland boasts not of great military leaders, nor of great names in polite literature, and other achievements in the realms of selfgratification; but the vast love-burdened tide of educational development which promises to dispense the blessings of peace and good will to all mankind, has its sources in the freedom-loving Alps. Rousseau, Père Girard, and Madame Necker de Saussure, Planta and à Porta; Francesco Soave and Alberto Lamoni; Pestalozzi, Fellenberg, and Wehrli, represent educational Rhones and Adiges, Pos and Rhines, carrying life-dispensing floods in the four directions of the compass to the plains below.

Even Froebel, the father of the kindergarten, owes the discovery of his true calling and the unfolding of his mighty genius to the influence of this little republic. In 1805 Froebel had reached Frankfort with the intention of seeking occupation as architect. Here he was introduced to Gruner, a young enthusiast who had established in the city a model school conducted in the spirit of Pestalozzi. Repeated intercourse revealed to Gruner Froebel's inmost soul, and in friendly advice he exclaimed: "Architecture is not your calling. You must become a teacher. I need a teacher (of mathematics) in my school; the position is yours, if you will accept it;" and Froebel accepted.

Then followed his first visit to Pestalozzi at Yoerdun, during the vacation in the fall of 1805, and three years later his second visit as tutor of three boys intrusted to his care. Still later, in 1831, when ruin was rife and threatened his work in Germany, he found an asylum again in Switzerland, where he established consecutively the model schools at Wartensee and Willisau, and, in 1831, accepted the direction of the orphan asylum at Burgdorf, which he retained until 1836.

It would be an interesting task to trace the subtle influences through which the work of the Swiss reformer culminated in the genial "Come, let us live with our children," of his Thuringian disciple. But in a sketch of the kindergarten development among the Swiss, such an analysis would not be in place. Indeed, the kindergarten idea was a somewhat later fruitage of Froebel's mind. Yet his first clear utterances concerning the kindergarten (1837-40) followed so closely upon his stay in Switzerland that one wonders how the little republic could be among the last

European countries to establish the kindergarten. It is reported that kindergartens existed for short periods in different cities as early as 1845, and among these one founded by Carl Froebel in Zürich, but that they failed because of the incompetence of the teachers.

Thus it happens that here, too, the first successful establishment of kindergartens is linked with the name of the Baroness Marenholtz-Buelow. In 1856 she labored in Zürich, without, however, achieving direct practical results. In the meanwhile Frédéric Soret, a well-known writer, had prepared, on the basis of lectures delivered by the baroness at Frankfort in 1854, an elaborate report on kindergartens for the *Société de l'utilité publique* of Geneva. This report was read before the society in January, 1858. In 1859 Prof. Raoux, of Lausanne, entered into correspondence with the baroness and established a kindergarten in his own home. In 1860 the baroness came to French Switzerland and aroused a deep and abiding interest through her lectures, which resulted in much permanent good and led to the establishment of public kindergartens in a number of cantons, more particularly in Geneva, of which a detailed account will follow.

In a number of places there existed infant schools whose establishment was due to the influence of Oberlin's efforts in the Alsace. These were quite numerous in French-speaking Switzerland and in Basle. In these, too, attempts began to be made about this time to introduce the use of Froebel's occupations and games, more particularly sewing, weaving, and pricking.

In all directions the work grew, until in 1881 the first general statistical report showed that Switzerland maintained 404 infant schools. Of these 75 were pure kindergartens, 138 were partial kindergartens, and the remainder had not been touched appreciably by the spirit or work of Froebel. In these infant schools 550 teachers taught about 15,000 children.

In many cantons the state or the respective communities contributed largely to the support of these infant schools, and in Geneva 58 kindergartens and infant schools were maintained wholly from the public funds.

The last available general report is for the years 1887-88. The number of infant schools had risen to 544, that of the teachers to 611, that of the children to 20,745, and in all the cantons except five the state exercised some degree of supervision and control over these schools. It is a notable fact, however, that the kindergartens in these five cantons enjoyed a high degree of efficiency and sustained a high educational character. This was notably the case with the canton of St. Gall, which gave the first impetus to the establishment of training schools for teachers and to the organization of the Swiss kindergarten association.

In 1865 an infant school was established in the orphanage under the direction of the venerable Wellauer. The results of this work of the teachers, in spite of their zeal, were quite unsatisfactory, and in 1866 two talented young ladies were sent to a training school for kindergartens in Germany in order to prepare themselves for the work of teaching the little orphans. The success of their work on their return was so marked that the teachers of St. Gall requested Wellauer to prepare a report on the subject of Froebel's educational system for a conference held in 1869.

The influence of this report was immediate. Steps were at once taken to organize a kindergarten association, and in 1870 the first public kindergarten was established with as many children as the building could accommodate. So great was the demand for admission that in 1872 a large building was erected, at a cost of about \$12,000, for the accommodation of about 100 children. The building is provided with the necessary occupation rooms and play rooms, and admirably lighted, heated, and ventilated. A large playground, thoughtfully arranged for running and leaping games and bordered by flower beds, is laid out on the south side of the building. On the east side a large open space has been provided, filled with vast heaps of sand for the use of the little gardeners, builders, and engineers; and on the opposite side of the street there is a beautiful small flower garden, planted and cared for by the children.

Inasmuch as the work of the good people of St. Gall became the type of effective work done in the greater portion of Switzerland, and inasmuch as it would afford an excellent type for needed work in many of our American communities, the chief points of organization are noted here.

The association aims "to advance the interests of national modes of educating infants by establishing and conducting in the city of St. Gall kindergartens in accordance with Froebel's principles." The financial means are provided from annual contributions, school fees, eventual presents, and legacies. All are full members who pay the annual contribution. The association meets at least once a year, decides finally concerning the establishment of kindergartens, elects for a triennial period of service an executive committee of seven members and an auditing committee of three members, and decides all questions of policy and administration. The executive committee elects its own secretary and treasurer from its members, appoints a supervising committee of four ladies, and carries out the plans and reso-

lutions of the association, and makes an annual report to the association. For each kindergarten at least one professionally trained teacher is employed; as soon as the number of children exceeds 30 an assistant must be engaged. Children are admitted between the ages of 3 and 6.

The teachers are engaged for a period of six years. The plan of work is drawn up by the college of kindergartners and approved by the executive commission. The execution of this plan is intrusted to a supervisor selected from the college of kindergartners for a period of six years. This supervisor presides also over the monthly conferences of kindergartners and reports annually the results of this work to the association. Each kindergartner is aided by a janitor, who keeps the rooms in order and receives and dismisses the children, seeing to it that their wraps are properly cared for. The children pay a monthly fee of from 1 to 5 francs according to circumstances, or may be admitted for still less at the option of the executive committee. The sessions are from 9 to 11:30 in the forenoon, and from 2 to 4 in the afternoon, except on Wednesday and Saturday, which are holidays. The half hour from 10 to 10:30 is devoted to a luncheon and to play. Children, however, are permitted to bring for luncheon only bread and fruit, a most wholesome limitation. Eight weeks of vacation are distributed as follows: Two weeks in April; three in August; two in October; one at Christmas. The close of the winter term in April is celebrated with a play festival, to which parents and friends are invited.

A training school for kindergartners is connected with the institution. This school is conducted by the supervisor. The course lasts for one year. Students must have passed the seventeenth year, must also show a good scholastic education, and be able to sing. They have four lessons weekly on kindergarten theory and practice; two lessons weekly in general pedagogies and hygiene; two lessons weekly in natural history and botany; two lessons weekly in geometry and geometrical drawing; one lesson weekly in calisthenics, and two lessons weekly in singing.

St. Gall also has the honor of having originated the idea of the Swiss kindergarten association, which did so much to lift the kindergartens of German Switzerland upon an almost ideal level of efficiency. In 1881 J. Wellauer and his enthusiastic friend, Charles Ed. Mayer, a gifted minister of the Gospel, issued a call to the friends of Froebelian education in Switzerland to assemble at St. Gall. The meeting was largely attended. Among other things it was resolved to establish a Swiss kindergarten association, whose purpose it should be to labor in the interest of rational infant education, to diffuse a better knowledge of the principles and means of such an education, and to induce the communities to make the establishment and conduct of kindergartens an affair of public instruction. In less than two years the provisional organization numbered 662 members. At the same time the provisional committee, with rare energy, published, under the editorial management of Director Knettel, of Lucerne, a monthly periodical devoted to the interests of its cause. This excellent paper, which was published for seven years, did much to give to the Swiss kindergartens the character of pure, unaffected child-joy, of simple religious intensity, of affectionate social unity, of cheerful earnestness, and a sensible regard for the practical needs of life, which brings them nearer to Froebel's ideal than the kindergartens of other neighboring lands.

The second meeting of the association took place in Zürich in 1884, and completed the organization. The only notable change in the provisional constitution was in the paragraph which had proposed as one of the aims of the association "efforts to render the introduction, maintenance, and conduct of kindergartens a part of public education." It was maintained that neither cantonal nor federal red-tape could properly conduct the kindergarten cause; that the establishment of kindergartens by the state implied the step of rendering them compulsory, which would interfere with the rights of the family, and that such a step would complicate still more the already complicated problem of public education. On the other hand, it was conceded that the state might do much to aid the movement by interesting itself in the professional education of kindergartners. A compromise in this sense was effected, declaring it to be the aim of the association "to establish kindergartens, to secure the professional education of kindergartners as far as practicable, and to enlist the factors of public administration in efforts to aid the kindergarten movement."

To this day the association has continued to flourish. Its membership in 1886 had reached 1,319, and at its last meeting, in Winterthur, in 1890, exceeded 2,000. The most cultivated men and women vie with each other in efforts to advance its labors, and in every direction there is growth.

Among the papers read at the last meeting of the association, one of the most notable was that of Dr. Hürlimann, a practical physician and intelligent student of the kindergarten. He maintained that a well-conducted kindergarten, provided with all needful apparatus and suitable play grounds, is a fountain of all good things for body and mind; that, on the other hand, the so-called infant schools, devoid of Froebel's spirit, are a constant source of injury, burdening the children precociously

and hindering physical development. He praised Froebel for his reverence for childhood, and honored him as a pioneer mind in all that relates to educational hygiene. More particularly is this illustrated in the stress which Froebel places on social games and occupations. Through these, more than by any other means, the body becomes the efficient servant of the mind. Courage, perseverance, decision, forbearance, become habits of the soul. The social games are as a sun for the child's disposition; without them it languishes into egoism, weakness, and isolation.

He advises the kindergartners not to be too punctilious in their following of Froebel, and to study the child more than the writings of Froebel and his followers. The chief test of her work is the joyous cheerfulness of her children; where this is lacking injury must result.

The experiment of Switzerland to establish and maintain kindergartens by means of organized private effort and to admit state aid only in the way of assistance to private effort has yielded significant results. Public sentiment has steadily grown in their favor and is actively enlisted; the greed of speculation and clerical as well as denominational interference have been successfully kept out of the way. Everywhere kindergartens flourish and are on the increase. Nowhere else is there such alacrity in meeting the requirements of childhood with reference to buildings, playgrounds, and appliances of all kinds. The average of thirty children to the teacher is scrupulously maintained, and professional preparation of teachers receives most careful attention.

A beautiful spirit reigns in the kindergartens themselves, a reverence for childhood and for common sense in the treatment of children which it is delightful to meet in these days of forced growth and system-worship. In a late report of the kindergartens of Zurich we read: "The physical welfare of the children was carefully considered. Daily, if the weather permitted, they were taken into the open air for a walk. The abundance of fresh air and their permanent state of cheerfulness and joy bore excellent fruit. Many mothers acknowledged gratefully how much the children had gained in vigor and health through the influence of the kindergarten. * * * An additional advantage derived from this daily walk lies in the fact that it removes the temptation of having the children work excessively—a temptation which is abundantly offered by Froebel's occupations."

Much stress is laid throughout on the proper respect for the child's spontaneity as the starting point and source of all development, and on its direction into habits of order and industry. Kindliness, active love of the neighbor, and reverence for all things, great and small, are inculcated in truly Froebelian manner. Everywhere system, which in Geneva is so prominently emphasized, yields to the deeper needs of soul development.

In the canton of Geneva, and in French Switzerland generally, infant school work is of much older date. It originated in Geneva in 1826 under the influence of similar work done in France; and, as in France, the *écoles enfantines* of Geneva were organized after the manner of the English infant schools. These schools were in great favor with the people, and their expenses were cheerfully borne by the communes. In 1848 the state decreed that every commune that established an *école enfantine* should receive a subsidy of 200 francs. The law of 1872 made it the duty of every commune to establish such a school, placed all these schools under the supervision of the state, and materially increased the amount expended for them by the state. In 1876 these *écoles enfantines* were placed under the supervision of Madame von Portugall, who labored with a great degree of success to transform them into kindergartens. In accordance with the regulations of 1888 their organization is as follows:

"The infant schools are meant to guide and enhance the bodily and intellectual development of the children, and to prepare them for the primary school. They are composed of a lower division for children between the ages of 3 and 6, and a higher division for children 6 to 7 years old. In both divisions the instruction consists chiefly of object lessons (*leçons de choses*), manual occupations, games, and songs. These schools are gratuits, but not obligatory. Children are admitted at four different periods during the year—at the close of the summer vacation, October, in January, and after the Easter holidays. The infant schools are open daily, except on Sundays, Thursdays, and legal holidays, from 8 to 11 a. m., and 1 to 4 p. m. Each class has one teacher. When the number of children permanently exceeds 40, an assistant must be provided. The duty of the teachers is to watch over the intellectual, moral, and physical education of the children; to inculcate good principles, establish good habits, proper manners, and correct language. They must carefully abstain from all denominational teaching."

In 1887 the canton of Geneva maintained 68 public kindergartens, accommodating 3,268 children, with 78 teachers. The following programme, which prevailed under the administration of Madame von Portugall, and which has not since been materially modified, will give an idea of the inner working of these institutions:

Programme of work for the kindergartens of the city of Geneva.

FIRST DIVISION—CHILDREN 5 TO 6 YEARS OLD.

| Time. | Monday. | Tuesday. | Wednesday. | Friday. | Saturday. |
|------------------|----------------------------|---------------------------------|---------------------------|----------------------|--------------------------|
| 8 to 8:30 | Reception and toilet. | | | | |
| 8:30 to 9:20 ... | Story (moral).... | Numbers | Reading and writing. | Numbers | Story (natural history). |
| 9:20 to 9:35 ... | Luncheon..... | | | | |
| 9:35 to 10:10 .. | Games, songs, and marches. | | | | |
| 10:10 to 10:55 . | Reading and writing. | Reading and language exercises. | Building or thread games. | Reading and writing. | Penmanship. |
| 1 to 1:30 | Reception and toilet. | | | | |
| 1:30 to 2:20 ... | Weaving or thread games. | Pricking or stringing. | Folding or pasting. | Weaving or slats. | Folding or rings. |
| 2:20 to 3:10 ... | Songs and games. | | | | |
| 3:10 to 3:55 ... | Drawing or folding. | Embroidery | Rhymes or songs. | Pricking or drawing. | Modeling or gardening. |

SECOND DIVISION—CHILDREN 4 TO 5 YEARS OLD.

| | | | | | |
|----------------|----------------------------|---------------------|-----------------------------|--------------------------|------------------------|
| 8 to 8:30 | Reception and toilet. | | | | |
| 8:30 to 9:20 | Story (moral).... | Folding or tablets. | Rhymes, language exercises. | Story (natural history). | Building. |
| 9:20 to 9:35 | Luncheon. | | | | |
| 9:35 to 10:10 | Games, songs, and marches. | | | | |
| 10:10 to 10:55 | Building | Slats or rings... | Building (numbers). | Slats or weaving. | Pricking or drawing. |
| 1 to 1:30 | Reception and toilet. | | | | |
| 1:30 to 2:20 | Sticks or sand games. | Stringing beads. | Pricking | Folding or tablets. | Stringing beads. |
| 2:20 to 3:10 | Games, song, and marches. | | | | |
| 3:10 to 3:55 | Drawing or free play. | Ball games..... | Embroidery or free play. | Drawing or sand games. | Modeling or free play. |

THIRD DIVISION—CHILDREN 3 TO 4 YEARS OLD.

| | | | | | |
|----------------|----------------------------------|------------------------|------------------------------------|-------------------------|-------------------------|
| 8 to 8:30 | Reception and toilet. | | | | |
| 8:30 to 9:20 | Story..... | Sticks or sand .. | Stories and rhymes. | Stringing beads. | Tablets or building. |
| 9:20 to 9:35 | Luncheon. | | | | |
| 9:35 to 10:10 | Games, songs, and marches. | | | | |
| 10:10 to 10:55 | Building | Drawing or slats | Tablets or pasteboard and buttons. | Drawing or ball games. | Folding or interlacing. |
| 1 to 1:30 | Reception and toilet. | | | | |
| 1:30 to 2:20 | Stringing beads.. | Folding or tablets. | Building..... | Pasteboard and buttons. | Free games; playthings. |
| 2:20 to 3:10 | Games, songs, and marches. | | | | |
| 3:10 to 3:55 | Balls or pasteboard and buttons. | Chains or interlacing. | Free play and sand games. | Chains or folding. | Modeling or sand games. |

It is very evident, both from the regulations and the programme, that the spirit of Froebel has not entered very deeply into these kindergartens. The average number of children assigned to one teacher is too great; the time assigned to the occupations is too long, more particularly with the younger children; the occupations themselves seem to come like subjects of instruction; and the entire programme is too sedentary. Nevertheless, there speaks from every line of reports and decrees concerning these schools a deep-seated respect for childhood which will sooner or later liberate the little ones from the thralldom of schoolishness and the superstitious worship of "système."

III.—GERMANY.

The available information concerning kindergartens in Germany is very incomplete. In most cases the kindergartens are maintained by private effort or by associations, and the communal or public kindergarten is comparatively rare. As a consequence there are many different kinds of kindergartens to suit the purposes of the founders. There is the "private kindergarten," (private *par excellence*) established by the teacher either for the sake of earning a livelihood or with a view of pioneer work in the cause of Froebel; the "association kindergarten," established and maintained by associations whose members have more or less clearly recognized the educational value of this work; the "family kindergarten," maintained by one or more families who desire to control the associations of the children; the "public kindergarten" (*Volkskindergarten*), not unlike our charity kindergarten and day nursery, which takes care, usually during the entire day, of children whose parents are negligent or engaged in work; and the "communal kindergarten," established and maintained by communities in connection with the communal schools.

The ideal or "normal kindergarten" receives the children for a limited time during the day, from 9 to 12 or 1 o'clock, or from 10 to 12 in the forenoon, and from 2 to 4 o'clock in the afternoon. Its purpose is to relieve the family during the busiest hours of the housewife, and at the same time to supply the social training which the family can not give. It is usually limited in the number of children, in order to obviate the necessity of dividing them into groups and classes in accordance with their age or state of progress. Froebel himself had insisted with much urgency upon the individuality of the kindergarten. This wholeness was needed for the "all-sided unity of life" which his ideal demanded, and which called even for the regular attendance of mothers and children of school age. Yet when kindergartens grew in number of children this demand of Froebel was set aside and kindergartens of two or even three grades or classes were established. Thus industrial and commercial hindrances rendered it necessary, even in Germany, to deviate largely from Froebel's beautiful ideal, and to subordinate the educational value of the kindergarten to questions of social expediency.

Many factors seem to militate against the general introduction of kindergartens in Germany, all of which seem to have their root in the excessively conservative tendency of the German character. Hence the opposition of the clergy, of school men, of the constituted political authorities to this "innovation." Hence the notorious decree of the Prussian minister of education, von Raumer, in 1851, which prohibited the establishment of kindergartens in Prussia on the ground of their alleged socialistic and atheistic tendency, a decree which was maintained in spite of the protests and explanations of Froebel and his colleagues until 1860. Hence the bitter attacks on the part of teachers who could see little good in an institution that taught children "to play" and which employed women as teachers. More concerning this will be found in two interesting letters published in the appendix and addressed to me, by Rev. B. Baehring, of Winfeld, one of the most venerable as well as most active defenders of Froebel.

Yet this opposition is steadily met and is gradually yielding before the rare devotion, equally marked in the German character, on the part of those who have become convinced of the truth and value of Froebel's teachings. It will be of interest in this connection to illustrate, with the aid of a few typical instances, the devotion which characterizes the establishment of kindergartens in most cases.

Until about twelve years ago there were no kindergartens in the beautiful city of Aachen. There were day nurseries, but these were carried on without method and pedagogic insight or followed the models of the English infant school; Froebel had no share in them. About 1878 Hubert Kneppers, a teacher in the city of Aachen, through some accident, became a devoted student of Froebel's ideas, and his enthusiasm ripened rapidly into living deeds. He was the father of two children under school age. These and four children of the neighborhood, invited for the purpose, were formed by him into a kindergarten, taught after school hours by him and his excellent wife, who presided also over a small private school.

At the same time a young lady who had caught the inspiration studied the subject under the direction of the excellent couple, so that early in 1879 a public kindergarten, with 17 children, could be established. Prejudices of all kinds then beset the young enterprise, but Mr. and Mrs. Kneppers only redoubled their efforts. Fortunately the local press was favorable, or at least not hostile, and opened its columns to Hubert Kneppers, who wielded his pen so effectively that the more intelligent portion of the community became actively interested in the work. In the fall of 1879 it became necessary to find more spacious quarters, and the number of children—who now paid a monthly fee of about 3 marks—rose to 50. In 1881 Mrs. Kneppers discontinued her private school, in order to devote herself, with her husband, wholly to the kindergarten and to a rapidly growing school for the training of kindergarten

teachers. One year later the "Industrial Association," which conducted a number of day nurseries, requested Mr. Kneppers to transform these nurseries into kindergartens. In this work he was so successful that two years later he had under his direction six kindergartens, with nearly 1,000 children, and in 1890 the number of public kindergartens maintained by the "Industrial Association" had risen to nineteen, requiring an annual expenditure of 70,000 marks.

Less brilliant, but not less instructive, is the history of the first kindergarten efforts at Karlsruhe, the capital of the Duchy of Baden. In 1870 a clergyman, who had learned to appreciate the value of the genuine kindergarten, began to agitate among his friends for the establishment of such an institution. Immediately he was beset from all sides with many anonymous protests and otherwise called upon to abandon his godless undertaking. But he continued his efforts and opened, in the fall of the year, a kindergarten with 22 children, in the lower story of his parsonage. The kindergarten was successful enough, and has held its own to this day, but he has found it impossible to transform into true kindergartens the numerous infant schools and day nurseries of the city, and to overcome the indifference of the people at large to the better ways of Froebel.

In the majority of instances the kindergartens are the work of associations of intelligent and philanthropic men and women. Thus, in 1875, a number of gentlemen under the presidency of Burgomaster Ammann, of Heidelberg, decided to form a "Froebel Association," whose purpose it should be to establish kindergartens in the good old university town. In February, 1876, the organization of this association was completed, and in May of the same year an association kindergarten was opened with 94 children. The ideal of this association is tersely stated in its first annual report, which declares it to be the purpose of the association "to establish kindergartens in accordance with Froebel's system, institutions in which children of all social ranks may be occupied for a few hours each day in such a way that all their faculties may be developed naturally. Such kindergartens are not schools which are meant for older children, nor are they devoted to mere arbitrary play as day nurseries; they are, rather, methodical institutions in which children from 3 to 6 years old are to be cultivated naturally in social union with other children of the same ages, their powers being unfolded and directed in their growth by means of play and work, and their hearts being led to a generous and sympathetic self-activity."

In 1877 an auxiliary association composed of ladies was formed, and during the same year a public kindergarten (*Volksskindergarten*) was established in the western suburb of Heidelberg. For this enterprise the city council had placed temporary rooms at the disposal of the association, and had voted an annual contribution of 400 marks on condition that the association should not require the children to pay more than 20 pfennig (about 5 cents) weekly fee. One hundred and thirty-eight children sought admission in this kindergarten, but only 50 could be received.

The status of the association and its kindergartens seems to have remained practically unchanged to this day. The report of 1888 shows that the average attendance of children in the "association kindergarten" (*Vereins kindergarten*) has remained the same, and that of the "public kindergarten" (*Volksskindergarten*) has been very slightly increased.

The amount of gratuitous work done by the members of these associations is remarkable. This circumstance speaks well for the public spirit of participants. It is to be remarked, too, that members are recruited chiefly from the cultured classes who seem to be fully aware of the additional responsibility which superior culture puts upon them. Probably these general characteristics of the Froebel work in Germany are nowhere more clearly illustrated than in Leipzig, Breslau, Dresden, Berlin, and Hamburg. For this reason the organization and work of associations in these cities have been singled out from the vast mass of similar material to which almost every German city contributes.

At Leipzig a number of high-minded ladies and gentlemen met and organized in 1871 the "Association for the establishment of *Volksskindergarten*." A circular was issued setting forth the object of the society. A few extracts from this circular will do much to illustrate the great advance such associations had made in their views concerning child culture over the friends of infant education in France, Belgium, Italy, and England. After prefacing that the advancement of popular education is the most important concern of the present time and that "every man of culture must feel it to be a duty peculiarly his own to aid in every effort that looks to the enhancement of popular education;" the circular proceeds as follows concerning the attitude of the society towards the "kindergarten pedagogies of Frederick Froebel:"

It is clearly a matter that concerns the honor of the cultured men and women of our people that so precious and propitious an idea born in our midst should no longer be permitted to remain in abeyance because of unfavorable circumstances, and that they should aid it by furnishing every opportunity for the manifestation of its high value in the best form. In many cities this has been done; in our city, however, there are very few institutions that fully represent the purpose of the kindergarten.

Consequently the high significance of the kindergarten is not properly understood in Leipzig, and

its blessings are lost to the public education of our city. Probably it is on this account that the city authorities have not yet seen fit to establish kindergartens in connection with the public schools (*Volksschulen*), although the "Teachers' Association" and the "Pedagogic Society" have recommended that girls should serve for a period in a good kindergarten and receive at school instruction in kindergarten principles, and although the pedagogic world generally holds it to be desirable to make the kindergarten the first or lowest class of the public school. These requirements can not remain permanently ignored, at least in a city which means to keep pace with progress in her public education.

At the same time kindergarten principles fail to enter the homes of the people and to influence home education, because the opportunities to observe its means and outcome are so rare. For frequent visits to a good kindergarten would prove instructive and beneficial for the daughter of the wealthiest family as well as for the poorest nurse-girl, with the only difference that the former would have better opportunities for quick perception and careful meditation.

Again, many parents who would gladly avail themselves of the kindergarten for their children are unable to pay the required fee. To all these the public kindergarten would afford relief.

That Leipzig is not devoid of charity when physical misery calls for relief is known even in foreign lands, and this same generous sympathy has long ago labored to aid the children of the poor by the establishment of a few day nurseries. But the mere gratification of bodily wants and prevention of bodily injury is not enough for the children of the poor. We should at the same time labor to improve and better their condition by means of education, so that they may find in culture and orderly living essential elements of happiness. Efforts to solve this problem will of necessity point to Froebel's kindergarten principles as the key and beginning of a rational education. In order to secure the blessings of this to our people we need not only a sympathetic heart, but also a sympathetic intellect, so that our interest in the cause may be enhanced by insight into its requirements.

In a subsequent call for membership the executive committee says, on the same subject:

Among the weighty problems of our time that of education occupies the foremost place. The great importance, not only of school education, but also of domestic and preschool education, is generally recognized. In many cities of Germany the necessity of a wider diffusion of kindergartens and of kindergarten principles in the domestic education of little children has been persistently emphasized. It is obvious that poor parents labor under great disadvantages in this respect, and yet it is of the greatest importance that the children of these parents should from earliest infancy receive elevating and helpful impressions and be guarded against pernicious influences. For the whole people it is a matter of deepest concern that the children of the poor, too, should be placed under most favorable conditions with reference to their religious, moral, and intellectual development.

Hitherto private philanthropy has labored to meet this want by means of establishing day nurseries. In these institutions the children are kept during the entire day, and for a nominal fee receive also their noon luncheon. Although it is desirable to perfect these by the introduction of kindergarten principles in the treatment of the little children, their costliness hinders their general diffusion. Besides these are many parents who would gladly secure to their little ones the benefits of a kindergarten without the aid of a day nursery, if the expense could be kept within their means. This association, therefore, will labor to establish, maintain, and conduct cheap kindergartens (*Volkskindergärten*) for the benefit of these parents, and at the same time to aid existing day nurseries. The attainment of this aim is of vast importance to the prosperous development of our city, and general participation in the work on the part of both ladies and gentlemen is desirable.

The membership of the association grew rapidly, so that in May of the year 1872 the first *Volkskindergarten* of the association was opened with 40 children. Applications, however, came in such numbers and the interest in the work of the association had become so well developed that it was decided to erect a building for the purposes of the association. In June, 1873, the 40 little children marched from the old building to their own new home, carrying little flags and fragrant bouquets and singing an appropriate song, and their number rapidly grew to 120.

About the same time, in December, 1871, there was organized at Leipzig another association of similar import, yet of wider scope, and counting among its founders and members many of the members of the association just described. It assumed the name "Association for the Advancement of Domestic and Popular Education" (*Verein für Familien- und Volkserziehung*). Its aim was not only the support of kindergartens but the education of kindergartners and the culture of girls and mothers in general for their educational vocation.

The first report of this association was published early in 1873. During the first years of its existence the members had displayed a most remarkable and all-sided activity. They had arranged for and delivered six public lectures free to all comers, as follows:

- (1) The philosophical significance of Froebel's principles of education, by Prof. Dr. Ahrens.
- (2) The significance of the kindergarten in the education of women, by Mrs. Dr. Goldschmidt.
- (3) The connection of the kindergarten with the school, by Dr. Friedländer.
- (4) The ideal kindergarten and the ideal kindergartner, by Miss Angelica Hartmann.
- (5) A rational method of musical instruction, by Mr. Dix.
- (6) Treatment the child should receive on entering school, by Mr. Krusche.

In addition to these lectures, two courses of weekly lectures on pedagogics and hygiene had been provided for ladies who might wish to join them. These courses were attended by about fifty ladies, and proved so successful that one of the courses was continued during the summer.

For the benefit of members a number of pedagogic journals were kept for circulation among those who might desire to read them, and a beginning of a circulating educational library was made.

There existed in Leipzig at the time of the organization of the association ten or twelve private kindergartens, many of which were in very incompetent hands. In

some cases young girls who had acted as assistants for a number of months had established their own private kindergartens. With the help of the better private kindergartens the association proposed and, in a measure, established certain ideal requirements concerning the arrangement and conduct of kindergartens and thus exercised a healthy moral pressure, materially limiting the field and popularity of incompetent kindergartners.

The work of establishing public kindergartens (*Volkskindergärten*) devolved upon a committee under the leadership of Mrs. Dr. Goldschmidt. In order to secure an initial fund, the ladies arranged for a lottery, which proved quite successful. This fund was further increased by loans that bore no interest and which were to be paid back in very easy installments. The city council granted the use of a suitable piece of ground; some well-built barracks that had served their purpose in 1870 were bought at a low figure and moved to this piece of ground; and in July, 1872, the kindergarten was opened with 60 children under a competent kindergartner and two assistants. One month later the number of children had risen to 100, and it became necessary to engage a second kindergartner; and in September a third kindergartner and assistant had to be employed, inasmuch as 150 children had obtained admission. Subsequently additional *Volkskindergärten* were established in other parts of the city.

Another enterprise of this association was the establishment of a training school for kindergartners. They limited themselves, however, to the preparation of young women for family kindergartens. Up to the year 1878 140 kindergartners of this character had graduated from the institution. The course of study comprised, in addition to specific kindergarten subjects, instruction in the German language, pedagogics, hygiene, geometry, and natural history.

The course occupied one year. The pupils paid a monthly fee of 2 thalers. Each pupil was held to visit the kindergarten on three days each week. During these visits they were expected to help in the reception and dismissal of the children, and in every kind of service which the presiding kindergartner might require. During the second quarter they were required to assist in conducting games and occupations; during the third quarter they were expected to be able to conduct a kindergarten independently; and the last quarter was devoted wholly to theoretical work.

The entire work of the *Volkskindergärten* in their connection with the training school is under the supervision of a director, who is a member of the pedagogic section of the association and responsible to this section for the character and conduct of the training school.

In addition, a committee of ladies is appointed for each kindergarten for purposes of general supervision, and to whom certain cases of discipline and nonattendance are referred. It is expected that one or more of these ladies be present in the kindergarten during some portion of each session.

My efforts to obtain reliable information concerning the growth of this remarkable work after 1880 have utterly failed. Enough, however, has been here presented to reveal the depth of philanthropic ardor that animates the association, as well as the marvellous devotion to recognized duty—so ingrained in the German character—and the philosophic thoroughness that pervades every portion of the enterprise.

An equally remarkable experience, though of wider scope and richer in results, is that of Breslau. Additional interest attaches to its history, too, from the fact that in its inception it is the work of women, and women have borne a prominent part in its administration to this day. In 1861 Madame Ronge, in an address before a number of intelligent and large-hearted ladies, presented the claims of Froebel's educational principles and of the kindergarten upon their consideration and active sympathy. The immediate result was the organization of an association with the object of establishing kindergartens. A most formidable obstacle presented itself at once in the almost hostile attitude of the authorities towards their project. It was said in these quarters "that in view of repeated scandalous proceedings in kindergartens, great care was requisite in the granting of concessions for opening such institutions." A kindergartner was obtained from the training school of Madame Froebel at Hamburg, but the magistrate decided that "inasmuch as the persons who issued the certificate of the lady were foreigners, and, therefore, unknown to the magistrate, the ministry alone could grant her appointment," and that "unless a directress agreeable to the magistrate were appointed at once, the kindergarten must be closed without further delay."

Consequently a kindergartner was obtained from nearer quarters, and at the same time it was decided to establish a training school for kindergartners under the auspices of the association, which was opened in 1863. Up to that time two kindergartens had been established. In 1869 the number of these had risen to nine, and in 1874 to twelve. Five of these were styled association kindergartens (*Vereinskindergärten*), and seven public kindergartens (*Volkskindergärten*). In the former the monthly fee was about 75 cents; in the latter, 10 to 20 cents. The number of children registered in 1874 was 1,130, with an average attendance of about one-half that

number. These numbers seem to have been maintained until 1887, when an additional kindergarten was established in honor of the twenty-fifth anniversary of the association.

The course of study in the training school for kindergartners comprises in one year the subjects of general pedagogies, kindergarten theory and practice, natural history, hygiene, drawing, singing, and calisthenics, with review lessons in German and arithmetic.

In 1884 the association established also a course of instruction for nurse girls. Candidates for admission must be 15 years old, and must be able to give evidence of satisfactory elementary instruction. They are to be prepared in a six months' course to take the care of children between the ages of 2 and 6, and at the same time to do light housework. They are instructed in Froebel's principles of education and practical kindergarten occupations, in hygiene for little children, in German (particularly in the art of telling stories and in reading to children), in washing, ironing, darning, and in the use of the sewing machine.

The energetic, all-sided activity of this association overcame all opposition. In due time the magistrate and local administrative bodies opened not only their hearts but the public purse for the support of its kindergartens, and the province of Silesia has now not a city in which growing kindergarten work is not done by some missionary who owes her skill and her zeal to the training school at Breslau.

The kindergarten history of Hamburg is doubly interesting, partly because of the success of the movement and partly because of the part which Froebel and Madame Louise Froebel had in its development. The reporter owes most of his information concerning the work in this city to Madame Louise Froebel, Miss Margarethe Kroeger, and Heinrich Hoffmann, a direct pupil of Froebel. The letters of these friends are printed in the Appendix.

It appears that the first kindergarten in Hamburg was established by Madame Doris Lütkens. This lady, directress of a private school at Hamburg, had met Froebel and listened to his memorable presentation and defense of the kindergarten at Rudolstadt. On her return to Hamburg she made an enthusiastic plea for Froebel's educational ideas, and for his views on the mission of women, before the Woman's Association, and herself immediately, with the aid of Alwina Middendorff, opened a kindergarten in connection with her school. In the following year two additional private kindergartens were established, and the "Woman's Club," under the leadership of Mrs. Johanna Goldschmidt, invited Froebel himself to spend a winter at Hamburg, in order to aid in the training of kindergartners and in the establishment of new kindergartens.

Froebel accepted the call, but sent his friend Middendorff to precede him and to clear the way. In the latter part of September he arrived himself and labored faithfully until the spring of the following year, expounding his educational views in public lectures, instructing young women in the theory and practice of kindergarten work, tilling the soil for a rich and copious harvest which even the celebrated edict of von Raumer could not blight. He was much aided in his work by Dr. Wichard Lange, the affianced of Alwina Middendorff. This enthusiastic young teacher, who was destined to play an important part in the educational development of Germany, published several popular pamphlets in support of the new education, and undertook in January, 1850, the editorial management of Friedrich Froebel's *Wochenschrift*, which revealed Froebel's plan in many important details.

Froebel had the satisfaction of seeing the first fruits of his toil in the establishment of the third private kindergarten and of the first *Bürgerkindergärten*, not unlike the *Volkskindergärten* of other cities, but intended for less needy classes of the population. It was the first success of the kindergarten association, and opened in the spring of 1850 with 70 children, Froebel himself delivering the dedicatory address. Two other *Bürgerkindergärten* followed soon after. At present Hamburg has nine such kindergartens, each one with a capacity of about one hundred children, and conducted by a supervising kindergartner and several assistants. The expenses are defrayed from the children's fees, from the annual contributions of members of the association, endowments, and legacies. Each kindergarten is under the immediate care of six ladies and three gentlemen, and two gentlemen and one lady from each of these committees constitute the general executive committee which directs the entire work.

The fourth kindergarten was established in 1854 under the direction of Madame Louise Froebel. During the forenoons she devoted herself to the kindergartens; during the afternoons she instructed a number of young ladies in the theory and practice of the work. This led the central committee to the establishment of a school for the training of kindergartners in 1856. Madame Froebel was transferred to this school, to which she gave her energies until 1860, when she established a private kindergarten, transition class, and training school.

Another organization, the Froebel Association, conducts a flourishing kindergarten and a training school for young ladies who desire to prepare themselves for family

kindergartens. Similarly the "Association for the Advancement of Industrial Activity among Women" has a kindergarten and a training school for kindergartners. A private training school of considerable note is conducted by Miss Margarethe Kroeger.

Since 1878 Heinrich Hoffmann has conducted a flourishing institution for the training of family kindergartners and nurse girls. Heinrich Hoffmann, a direct disciple of Froebel, had made his first attempt in the same direction at Hamburg in 1850. At this time he instructed forty young girls free of charge for two hours daily in the principles and practices of the new education; but the decree of von Krumer interfered with his activity, inasmuch as he had not yet acquired citizenship at Hamburg and was, therefore, subject to Prussian laws. His own interesting letter, printed in the Appendix, will give additional details of the activity of this excellent man.

In addition to this, Hamburg maintains at present thirty to forty private kindergartens of a high character and a number of *Warte-Schulen* (day nurseries). In all of these kindergarten principles are at the helm. The children are received at 8 or 9 o'clock in the morning, and are kept until 6 or 7 o'clock in the evening. They receive their regular meals and pay from 3 to 16 cents per week.

On the whole, it seems that the cause is in good ways because it is in good hands. "There are, indeed," as Miss Kroeger writes me, "still many who oppose the kindergarten, even among teachers; a number of physicians, too, are hostile. They claim that the children are taxed excessively, or made precocious, or that they are exposed to infectious diseases, or play too much, etc.; but in spite of all this the cause of Froebel flourishes and thrives. Those who persist in their opposition do not take the trouble to visit a good kindergarten, else they would surely change their opinions, as so many others have done after a few hours stay in a good kindergarten."

In a spirit of much gratitude Madame Louise Froebel writes:

"If now we ask what has been the outcome of the last fifty years of toil and growth, the answer comes: Through the grace of God the outcome is most gratifying, and is strengthened and enriched from year to year. The little tree planted fifty years ago has been bent and torn by many a storm; but from every attack it rose with new vigor. The educational principles of Froebel have entered the family. Many unconsciously follow his guidance, and very, very many have clearly apprehended his teachings. The late development of homes of refuge for boys and girls are a necessary consequence of his efforts; indeed, their beginnings are found in his educational institutions. Should the spirit of love, of industry, of generous productive work become more generally diffused—as in the light of past experience we may well hope—Froebel's ardent hope to give to mankind peace, and joy, and freedom will surely be realized."

Perhaps no other city of Germany has done as much as Dresden to establish and diffuse the educational ideas of Froebel in their purity and far-reaching significance. Possibly, too, the kindergarten history of Dresden gains in interest from the fact that within its walls was established the first kindergarten, even before Froebel had found the name kindergarten and had opened his own "occupation school" (*Beschäftigungs-Schule*) or institution for the cultivation of little children (*Kleinkinderpflegeanstalt*) at Blankenburg. Adolf Frankenberg, who had shared the vicissitudes of Froebel's life at Willisau and had returned with him to the institution at Keilhau under Barop's direction, was the founder of this school. In 1838 he accompanied as guide and teacher 20 pupils of Barop's institute on a pedestrian trip to Dresden. He carried with him a few samples of the gifts Froebel had so far completed, the ball, cube, and cylinder and a box of eight small cubes. He explained the use of these things to Prof. Peters, an influential teacher. Prof. Peters became interested and convinced. He urged Frankenberg to return.

The latter reported this invitation to Froebel, who immediately decided to go with Frankenberg to Dresden and himself to present his ideas. Froebel's historians disagree materially concerning the issue of his direct effort. Some maintain that he failed to interest his audience, that his words were ill chosen, his presentation of the subject chaotic, that his illustrations were childish and ridiculous, and that he disgusted Queen Mary with his entire scheme, he retaining her after the close of his address and importuning her with endless volubility. Others praise the logical crystallization of his thought as presented in this memorable address and emphasize as facts that he convinced and inspired with enthusiasm the best among his hearers, and that the Queen was deeply interested and remained (of her own accord) after the address to ask for further explanations, and in thanking him praised his "beautiful and noble endeavors."

At any rate, Froebel was induced still further to expound his plan in the presence of a number of doctors, professors, and other lovers of science and education, and to visit with Frankenberg a noted day nursery where the latter for several weeks used the gifts with the children and secured the favorable judgment of many influential and philanthropic ladies and gentlemen.

Indeed, a number of these prevailed upon Frankenberg to remain in Dresden and to open an "occupation school" (*Beschäftigungsschule*). Much annoying red-tape hindrance had to be overcome before legal concession for the continuance of the enterprise could be secured and Frankenberg's enterprise could become an insured success.

On the 19th of April, 1845, Frankenberg married Louise Hermann, who played an important part in the subsequent development of the Froebel work in Dresden; and two days later—on Froebel's birthday—40 little children, in festive array, bearing wreaths of flowers and led by Froebel and Frankenberg, marched from their old quarters to a new and more attractive school, where their new "auntie" received them.

Froebel began on this occasion at Dresden, and continued, in the winter of 1848, his agitation for the formation of educational associations, which subsequently did so much for Germany, and of which Dresden was destined to furnish a most notable example in the "General Educational Association" (*Allgemeiner Erziehungsverein*), whose history and constitution will be discussed later on.

Froebel's memorable visit to Dresden (1848) was due chiefly to the efforts of Madame Louise Frankenberg, by which she had organized for him a course of instruction for the training of kindergartners. This course was remarkably successful; a number of new kindergartens and training schools for kindergartners were established and Dresden became the chief center of kindergarten agitation, the Mecca of the Froebel worshippers, after Froebel and Middendorf had closed their eyes forever. In 1853 Dresden had three training schools for kindergartners, the most prominent of which was that of Bruno Marquart. A few years later Otto Kellner established, together with his wife, a similar institution, which has flourished down to our days under the genial direction of its founders.

A new impetus was given to the kindergarten propaganda when, in 1871, the baroness Marenholtz-Bucelow made Dresden her home. She induced a number of influential public-spirited men and women to organize the "General Educational Association" (*Allgemeiner Erziehungsverein*), which was to have its headquarters at Dresden, but its members and branch associations in other places as well. Its aim was "the advancement of physical and intellectual (*leiblich-geistig*), religious and moral (*religiös-sittlich*), education in the homes and in public institutions." For this purpose it endeavored to arouse general interest in education, to diffuse correct views on the subject of education, and to advance education by the establishment of practical institutions—such as institutions for the higher culture of women, with special reference to their universal educational vocation, institutions for the training of professional educators of both sexes, kindergartens, school gardens, and other institutions for the education of the young. The immediate object of the association was the establishment of a Froebel institute, which was to serve as a model for all similar institutions.

Membership is secured by individuals by the payment of an annual fee of 3 marks; by corporate bodies by the payment of 3 per cent of their regular annual fees, or by the payment of from 15 to 30 marks, according to the number of their members. Such associations may secure permanent membership by one payment of 150 marks.

The Froebel Institute was opened in 1872. Its chief work is the training of kindergartners. This is done in two departments. The first department comprises those who prepare for the directorship of kindergartens and those who would secure scientific preparation for the work of education in their own families. The second department is for family kindergartners and kindergarten assistants. The course of instruction for the two departments is practically the same, and lasts eighteen months. It comprises general pedagogics, theory and practice of Froebelian education, anatomy, physiology, and hygiene, natural history, with special reference to horticulture and the needs of little children, the elements of geometry, with special reference to the gifts and occupations, German language, the art of story-telling, object lessons, Froebel's mother and nursery songs and the finger games, theory and practice of the gifts and occupations, drawing in the network suggested by Froebel, singing, kindergarten games, and calisthenics. The tuition is 100 marks for the entire course. The expenses for material are estimated at 75 marks. The students are held to regular attendance at the *Volkskindergärten* school gardens, day nurseries, and at the children's hospital, where they observe the work done and furnish such assistance as may be required of them.

Students must be at least 16 years old, and must pass an entrance examination before admission. At the end of this course, a public examination is held and the students obtain diplomas which are signed by the officers of the Institute and by a royal commissioner who represents the state on these occasions.

An interesting feature of this course is the *Übungsabend*, an evening set aside one or twice a month during the winter term, when students in the presence of the officers of the institute go through certain practical exercises with the children, display their own work, and in other ways report progress.

A third department of instruction receives young girls who desire to prepare themselves as *Kinderpflegerinnen*, children's nurses. The course for these lasts one year, and requires a fee of 24 marks, and an expenditure of about 25 marks for material. The subjects of instruction are: Physical care of little children, German story-telling, object lessons, Froebel's principles of education, occupations and movement games of the kindergartens, elements of natural history, domestic occupations (such as washing, ironing, mending, etc.). The members of this department, too, are held to regular attendance at kindergartens, day nurseries, and the children's hospital for observation and such assistance as may be required.

In 1881 the institute established the first Froebelian school-garden (*Schul-Garten*). The children who take part in this are received on Wednesday and Saturday afternoons, when school is closed, and practice drawing, modeling, cutting, and other occupations in advance of the kindergarten requirements. At the same time they are kept busy in the garden, make excursions to the fields and woods, and are afforded opportunities for games and calisthenic exercises.

The great value of the beneficent work of this institute appears from the fact that since its organization about 2,000 young women have graduated from its three departments, and have carried the gospel of Froebel into all phases of early child-culture.

Another beneficent work of the *Allgemeine Erziehungsverein* is the uniform organization of public kindergartens in the various districts of Dresden. Of these there are now seven in operation attended by about 600 children, under the guidance of ten directresses and a number of assistants. Each kindergarten is the special care of a district association which supplies whatever means may be needed to supply deficits in the income from monthly fees and the annual contribution from the *Allgemeine Erziehungsverein*.

For the guidance and emulation of these district associations the central association has drawn up ideal regulations concerning the character and management of kindergartens. These regulations require for each kindergarten two or three spacious rooms; one of these is to be used for the movement games, the others for the play with the gifts and occupations. Each occupation room is to be furnished with the necessary tables and benches and with two glass cases; in one of these the occupation material is kept, in the other the finished work of the children, curious objects, material for object-lessons, and the like. The walls are adorned with tables and pictures for the usual object lessons.

The garden—indispensable in a fully-equipped kindergarten—should afford a playground for the milder season, a sand heap for the smallest children, and space for a sufficient number of garden beds to be planted and cared for by the children.

Only carefully-trained kindergartners with sufficient experience should be employed as directresses. They should be at least 20 years old, of gentle disposition, irreproachable character, of pleasant voice, and sufficiently skilled in music to be able to use good methods in teaching songs and singing.

The number of pupils for one kindergartner should not exceed twenty, inasmuch as it is impossible for one person to afford the needed care and individual attention to a greater number of children. [The regulations, however, grant that financial reasons may compel the public kindergarten to exceed this number, but insist that in no case should more than 40 children be in the hands of one person. As soon as this number is passed an assistant should be employed. This assistant, however, should be as well qualified for her work as the directress. *In no case should young and inexperienced persons and persons without professional training be engaged for this purpose.*]

A general programme for the work is to be prepared by the proper authorities. But in its application the spontaneity of the children should in no way be sacrificed; nor should it be followed pedantically, but modified in accordance with the needs and desires of the children, the prevailing weather and season, and other conditions.

Great care is recommended with reference to order, cleanliness, ventilation, heating, the hygienic condition of the children, the use of occupation material, the proper length—or rather shortness—of exercises, and all matters that tend to preserve the mental and physical vigor and elasticity of the pupils.

Inasmuch as the *Allgemeine Erziehungsverein*, through the agency of the Froebel Institute, has furnished the teachers of the public kindergartens and by its annual contributions to their support enjoys a directing influence in their administration, these kindergartens are steadily approaching the ideal set before them. Rudolf Benfey praises the unity of procedure in their work, and the fidelity and thoroughness with which each and all seek to carry out Froebel's directions in every phase of their work.

In addition to these public kindergartens Dresden has a number of private kindergartens, patronized by the children of the wealthier classes. Most of these are in excellent hands. They owe their superiority largely to the efforts of Mr. and

Mrs. Kellner, whose training-school for kindergartners aims to supply the wants and needs of this class of institutions.

The beneficent influence of the *Allgemeine Erziehungsverein* is, however, not confined to Dresden, but extends to many of the larger cities of Germany, Austria-Hungary, to Switzerland, Italy, and England. The Froebel associations of Hamburg, Cologne, Kassel, of London and Manchester, are connected with it as branch associations, and many prominent names from different countries are found in its list of members.

BERLIN.

We are informed by Hanschmann, in his admirable biography of Froebel, that Madame von Marenholtz-Buelow, during her short stay in Berlin, in 1857, had founded an association for the advancement of Froebelian methods in education. Although no kindergartens could be established because of the hostile decree of von Raumer forbidding their establishment, much was done by this association to diffuse better notions concerning kindergartens and, possibly, to prepare the way for the abrogation of the decree in 1860. In 1861 Madame von Marenholtz made Berlin her home. She found that the association had ceased to exist and had transferred its interests to an "Association of Ladies for the Advancement of Froebelian Kindergartens," which had been formed in 1859. She was made honorary president of this association, and assisted in the establishment of the first two *Vereins Kindergärten* (association kindergartens), and of the first *Volkskindergärten*. This name was suggested by her for kindergartens, not unlike the *Bürgerkindergärten* of Hamburg. According to her own statement, however, she found the "Ladies' Association" inadequate for her purposes, and founded in 1863, with the aid of Professors Gneist and Virchow, Dr. Tappenheim, Inspector Poesche, and other prominent persons, the *Verein für Familien- und Volkserziehung* (Association for Domestic and Popular Education). This association had added to the aims of the Ladies' Association, the establishment of schools for the training of kindergartners, children's nurses (*Kinderpflegerinnen*), the discussion of educational problems, and the diffusion of sound educational principles.

In 1874 the two associations united under the common name of *Berliner Froebel-Verein* (Berlin Froebel Association) and formulated their purposes as follows:

The association will labor to advance a form of education that cultivates and strengthens mind and body, particularly in accordance with the principles of Fred-eric Froebel. It will seek to accomplish this by instructing women in their calling as educators, by establishing and maintaining kindergartens, by training teachers for the same, by training children's nurses for families, and by introducing these educational principles in existing day nurseries.

In 1876 this association conducted 8 *Vereinskindergärten* for children of well-situated parents, and one *Volkskindergarten* for children of poorer parents. The number of children in attendance in the former was about 400; the *Volkskindergarten* was attended on an average by 75 children. In 1888 the number of *Vereinskindergärten* had been reduced to five, with an average attendance of about 150 children; in the *Volkskindergarten* the average attendance had been reduced to 50 children. Dr. Pappenheim, the director of these kindergartens during their existence, sees in this decrease a symptom of success. He ascribes it to the establishment of kindergartens by local associations, by schools, by enterprising kindergartners, and by families, who unite for the purpose of maintaining a "family kindergarten" for their own children. However, a second *Volkskindergarten* was opened in 1889.

In 1890 the municipal authorities granted the society pecuniary assistance for the conduct of the two *Volkskindergärten*, on condition that provision be made for the children of needy parents. Consequently, while the society maintains the hours from 9 to 12 a. m. and 2 to 4 p. m. as the regular kindergarten hours, it admits children whose parents work away from home at 8 a. m., permits them to remain until 7 p. m., and gives them their meals for 10 pfennige (3 cents) a day. In order to meet these additional requirements the number of kindergartners employed has been increased.

A second enterprise of the *Froebelverein* is the training school for kindergartners under the direction of Inspector H. Reinecke. The course lasts one year. It comprises pedagogics (general and Froebelian), kindergarten occupations and games, natural history, hygiene and calisthenics, singing, rudiments of geometry, and methods of elementary teaching. The hours of instruction (twenty per week) are in the afternoon. On three forenoons each week each student is assigned to a kindergarten, where she observes the work and assists according to directions from the regular teachers. Students must be at least 16 years old and must have a fair school education, more especially in the knowledge of German language and literature, in the history of Germany, and in singing. Students pay an entrance fee of 5 marks, and thereafter 27 marks quarterly for full work. Since 1888 the school admits to its

lessons young women who do not care to become kindergartners, but who, for their own fuller education, desire to acquaint themselves with Froebel's principles and practice.

The third institution established and maintained by the association is the *Kinderpfliegerinnen-Schule* (school for the training of children's maids and nurses). This school also is under the direction of Dr. Pappenheim. Its object is, in the words of Froebel, "to train young girls so that they may afford the housewife needed help in her domestic duties and relieve the mother by assuming the nurture and education of the little children." This school was first established in 1864 as a Sunday school, in which ladies of the Froebel Association taught gratuitously.

In 1868 the association found an energetic collaborer in Director Zelle, of the municipal orphan department. A regular school was organized with a six months' course. During three hours (2 to 5 o'clock) in the afternoons the pupils were instructed in the use of the gifts and occupations—including peas work and clay modeling, in the rudiments of educational science, and in the manual arts of the home. During the forenoons they assisted, under suitable direction, in the Municipal Orphans' Home in housework and in the care of little children, or they were sent for similar work to some *Volkskindergarten*. At the same time they were permitted to visit the "crèche" of Dr. Albu and the children's hospital, where they might learn to nurse sick children.

In 1869 the municipal orphans' department established an independent school of this character for orphan girls, and the association continued the general work alone. Gradually the course was extended to one year and the curriculum was correspondingly enlarged by additional instruction—the Froebel occupations, reading, writing, arithmetic, and in the use of the sewing machine. The number of weekly hours of instruction rose from twenty to twenty-two.

In 1889 the school had 53 pupils, and its list of graduates had risen to 600. Pupils pay an annual fee of 36 marks and 6 marks for material used in instruction and practice. On the other hand the wages of such girls, which in 1868 varied between 80 and 120 marks annually, had risen to a minimum of 135 marks and a maximum of 180 marks annually.

Fichte-Kindergarten.—A typical history, which reveals much of the characteristic tendencies of the German mind with reference to this movement, is that of the Fichte-Kindergarten. Its foundation was determined upon by the district association "Moritzplatz" as a suitable testimonial of devotion to Fichte, the great regenerator of German popular education, on the occasion of the celebration of his one hundredth anniversary in the spring of 1862. On the 3d day of November of the same year it was opened with 3 children; in May of the following spring the number had risen to 50. The monthly fee of 1½ marks was, however, too high for the children of the working people; hence the fee was put on a sliding scale in accordance with the means of the parents, and children were received for both forenoon and afternoon sessions. At last in the spring of 1865 a special association, the *Verein für den Fichte Kindergarten* took charge of the institution and transformed it into a *Volkskindergarten*. In this form it has continued to this day through many vicissitudes of fortune, arising chiefly from the fact that for lack of means it has been compelled "to live" in rented quarters, which it was always difficult to retain and a few times even difficult to secure. In 1881, externally the most prosperous year of the association, its membership had risen to 170, the number of registered pupils reaching the monthly average of 106. These were taught at an expense of 3,060 marks. The monthly tuition fees (varying from one-fourth mark to 4½ marks per child) amounted to 1,327 marks for the year, so that the association had to make up a deficit of 1,733 marks. In 1889 the number of members was 137, the monthly average of registered children 72. They were taught at an expense of 3,030 marks. The monthly tuition fees (varying from one-half mark to 3 marks per child) amounted to 1,040 marks for the year, so that a deficit of 1,990 marks had to be covered. Undoubtedly the decrease in attendance and membership is due here, too, to the foundation of additional kindergartens of all descriptions.

Much opposition had to be overcome with reference to the curriculum. Inveterate prejudice, nurtured by the school and by the day nursery or infant school on the English model, looked upon reading, writing, knitting, and other "useful" occupations as of chief value. All these, however, remained persistently excluded. At the same time the association spared no pains to show in its reports the superiority of Froebel's plan. Thus we read in the report of 1867:

"The school and the kindergarten have different tasks. The kindergarten should not anticipate the work of the school, but only by all-sided development of the child prepare the way. If in this direction we may express hope with reference to our institution, it would be that of being able in due time to give to our kindergarten that degree of inner and outer development that children might remain with us for a longer time than is now possible. At a time when education knew no other means of early culture than those of the primary school, it was proper and necessary to

place the lower limit of school age at 6 or 7 years. But now, since the genius of Froebel has found new ways, the friends of the kindergarten can not fail to see that possibly the means of Froebel might suffice for even a longer period; that the deferring of reading, writing, and arithmetic to a later period, when the child is steadier and stronger, would yield good results with less effort and more readily."

The report of 1869 discusses the question more at length. This report recognizes the indispensable value of reading and writing, but does not grant the necessity of beginning with it at too early a period. It continues: "Have you never heard of efficient and great men who learned to read and write in their twentieth or thirtieth year? Are there not, indeed, nations who formerly accomplished much in commerce and manufactures, in art and science, in war and diplomacy, although but few could read and write? And are there not to-day thousands of men efficient in their vocations who know little of reading and writing or make scarcely any use of it? * * * Whence, then, comes the efficiency of these, if it is not due to the arts of reading and writing?"

"This question is easily answered. Eye and ear, hand and foot, are the media through which man learns the most and many things most thoroughly. It is by seeing, hearing, and going himself, and above all, by doing, by producing himself, that man obtains his best knowledge and his best powers. You may tell a man ten times how a wagon or a plow looks, and his knowledge is not half as satisfactory as when he sees these things once. He may many times read in a book how a seed is to be laid in the ground and carefully tended when it has sprouted, and he will not understand the matter half as well as when he does it once himself. Self-doing is the best means for the culture of man. His understanding and his hand learn most by self-doing, and his industry, his conscientiousness, the knowledge of his own power, respect for the industry and property of others, self-control and persistence, cheerfulness of disposition are not by anything so well cultivated as by self-activity.

"Everyone admits that this is true of grown people, but it is true in a still higher degree of the little children. The little child is, as it were, from the day of its birth, all eye and ear, hand and foot, full of inner unrest, and yearning for occupation and activity. A self-active child is contented, is well behaved; a self-active child grows constantly in experience and knowledge, in skill and expertness, in diligence and perseverance; it is cheerful and without whims, sympathetic and helpful; it is maturing internally, gradually but surely, and, what is most important, without precocity and presumption in thought, speech, and learning; finally nothing so keeps a child in bodily health and mental vigor as does varied creative activity.

"* * * Yes, you say, but how about reading and writing? Writing? The child must learn to walk before it can skip and run; similarly, it must first learn to draw and then to write, for writing is only a particular sort of drawing. And reading? Why, indeed, should a child learn by reading how a house, a right angle, a horse, a plow looks, what the farmer and miller do, how the bee and the dove saved one another's life, or about Snow-White and Red-Riding-Hood? Why not rather hear about these things, and so far as feasible, see and do and represent these things? Will not these things be to him in these ways clearer, more living, and more impressive than reading about them could make them?"

The efforts of these associations to instruct the public concerning the meaning and value of the kindergarten and to obtain the active coöperation of the home in their work are unceasing. These efforts are quite instructive to us who are so prone to delegate all these things to ill-chosen boards of education; they explain much of the superiority of German and Swiss kindergarten instruction over what goes by the same name in France and even in Belgium.

By way of illustration an additional extract is here added from a public address by Dr. Ritter, printed in the society's report for 1888:

"The kindergarten would not intrust to mere chance the preservation of the natural vigor of children during the three years when they are largely left to themselves awaiting school age, but it affords thoughtful and systematic means to aid in the preservation of the child's health and, if need be, to restore it; at the same time it nurses the hope that its principles and methods may find introduction into the family, so that their salutary influence may continue to be applied in the home." The address then continues to contrast the aimless and inconsistent home treatment of exclusive home education with the thoughtful and methodical procedure of the kindergarten; shows that far from depriving the mother of a portion of her educational mission it instructs and encourages her in its fulfillment; far from entailing estrangement between mother and child, it intensifies their mutual instinctive love by adding to this a mutual intelligent appreciation; far from depriving the child of its only period of full liberty it preserves this from degenerating into lawless license, which is the very worst slavery.

The address then points out its value in social education: "In the kindergarten children find companions of their own age, whom they instinctively seek. Many of

these have already learned to obey the kindergartner with alacrity, and thus the newcomers soon are lifted into a degree of docility to which at home they were strangers. It is a common observation in the kindergarten that without artificial straining it converts even excessively turbulent and self-willed children in a short time to natural childlike vivacity and adaptability, and removes apathy as by magic.

"Thus the kindergarten becomes, indeed, a garden where the children are not merely kept, but, like tender plants, by an intelligent gardener, are carefully nurtured by intelligent and devoted love. In the kindergarten the child's instinct of activity is lifted without forcing into an eager desire for purposeful occupation. Clay-modeling, weaving, building with blocks and sticks, trains and exercises the muscles of the hand, and, inasmuch as each occupation lasts for only a short time, the eyes are not strained but themselves suitably trained, and song, which adds to the children's joy and cheerfulness, affords at the same time an exercise for the ear and development for the lungs.

"However, the kindergarten aims with these games and occupations at hygienic advantages of a still different sort. Froebel has shown that the child will learn most thoroughly the things that most enlist his interest and excite his curiosity. Now these things are not accomplished, as has been thought heretofore, by the mere showing of things on the part of adults and mere observation on the part of the children, but rather by permitting them to represent and to make things themselves. Thus, the child learns much about a bird by embroidering its outline or by drawing it on his slate, and without formal or forced instruction. Similarly, the child in building with its blocks tables and chairs learns from the occasional directions and remarks of the kindergartner the significance of right and left, of corner, face, and edge. In stick laying and weaving the child becomes familiar with numbers without formal instruction in arithmetic; and in a similar fashion it learns to distinguish plants, animals, and stones without formal lessons in natural history."

Such efforts on the part of the people to supply deficiencies in governmental work in matters of education can not fail in due time to lead the nation to higher intelligence, deeper morality, and fuller liberty.

Pestalozzi-Froebel Haus—The efforts to realize Froebel's ideals which have been so far described, with the exception of those made in German-Switzerland, have a more or less obvious leaning towards the ways of the school. It remains for us now to give an account of a brilliant experiment to render the spirit and ways of the family supreme in the work of the kindergarten. Possibly the desire to correct an unquestionable abuse renders the eminent experimenter extreme in the opposite direction; possibly she thinks it desirable to do this in order to enable others to find some true golden medium.

The experiment referred to is made again at Berlin, and the eminent leader of the work is Madame Henrietta Schrader, *née* Breymann. Madame Schrader is a direct pupil of Froebel. Up to her marriage she conducted a well-known girls' school and kindergarten at Wolfenbüttel. In 1871 her husband's business made it necessary that they should take up their home in Berlin. Here she took at once a deep and active interest in the kindergartens, more particularly in the *Volkskindergarten* of the district in which she lived. This institution was at the time in a dormant condition. Through her efforts the association that had conducted it was reorganized, grew in interest, numbers, and activity, and soon entered enthusiastically into her plans. It assumed the name "Association for the advancement of *Volkskindergärten* and *Volkserziehung* of the southwestern Friedrichstadt" (the name of the district).

She called to her aid a gifted friend and pupil of hers, Miss Annette Schepel, who took charge of the kindergarten; she herself opened a course of lectures which, in the course of time, developed into a training school for kindergartners and children's nurses, and added from time to time other valuable features to the work of the association. In 1880 a few wealthy members of the association bought the house 16 Steinmetz-Strasse, which to-day is the Pestalozzi-Froebel House, and harbors the philanthropic longings of its founder.

This institution comprises at present the following departments:

- (1) The *Volkskindergarten*, with four sections.
- (2) A transition class.
- (3) A primary class.
- (4) A school for sewing and mending.
- (5) A bathing establishment for children.
- (6) A training school for kindergartners and nurses (*Kinderpflegerinnen*).
- (7) A home for friendless girls.
- (8) A cooking school.
- (9) A commission for the advancement of hygienic living among the poor.

The *Volkskindergarten* is situated on the first floor of the building, in four departments of not more than twenty children each. This limited number of children affords ample opportunity for individual treatment of the children and for the maintenance of the "family spirit," which is a characteristic of the work of this institu-

tion. Each division is in charge of a competent kindergartner, who is variously aided by visiting members of the training school connected with the institution. A somewhat detailed account of the work in the *Volkskindergarten* will be found in the appendix.

From the kindergarten the children pass in their sixth year of age to the transition class, and from this to an elementary or primary class. In these classes the children are gradually introduced into the aims and ways of the school.

Much stress is laid upon the various needs and arts of home industry. The children assist in the cleaning of the rooms, the washing of windows and doors, the care of the house plants. They scrub the little wooden boards on which their luncheon is served, and do all kinds of domestic chores. The girls busy themselves with the laundry of their dolls; the boys repair paper hangings, pictures, and broken playthings.

Even after their transfer to the regular school the children return to the Pestalozzi-Froebel House during certain afternoons of the week. On these occasions the girls are taught mending, darning, and plain sewing; the boys learn to weave rugs from straw or rags, to make baskets, to do all kinds of cardboard work, and to handle the carpenter's tools.

The school for the training of kindergartners consists of two departments.

The students of the first department must have passed through a secondary school for girls and possess good health. They pay an entrance fee of 3 marks, and 25 marks quarterly (foreign students pay a quarterly fee of 75 marks). The subjects of instructions are hygiene, pedagogics, history of education, kindergarten theory and practice, natural history, rudiments of geometry, German, drawing, singing, calisthenics, the arts of housework and home gardening, observation and practice in the schools of the institution.

The course lasts from one to two years, according to the state of progress of the respective students; and graduates, according to age and culture, are supposed to be fitted for educational work in homes and kindergartens.

The students of the second department must have a fair common-school education and be in good health. They pay an entrance fee of 3 marks and a quarterly fee of 15 marks. Their course of instruction is on the same general lines as that of the first department, but much more limited. It lasts from one to two years and fits its graduates to become assistants in kindergartens and in home education.

Of late a third department has been added for persons who have passed through a course of normal kindergarten training and who desire to fit themselves for teaching in training schools. This course lasts from six to twelve months and requires a fee of 60 marks for six months or of 100 marks for the year.

In 1889 the training school had fifty-five students. Of these thirty-six were in the first and nineteen in the second department. Financially, the institution seems to be in a fair way of becoming self-supporting. With an annual expenditure in 1889 of nearly 35,000 marks, its deficit to be covered from existing funds amounted to not quite 4,000 marks.

Other instructive details of this remarkable institution will be found in the appendix.

APPENDIX A.

The following notes were sent me by Froebel's widow, Madame Louise Froebel, who resides at Hamburg:

On the 23rd day of June, 1840; Froebel celebrated at Blankenburg, in Thuringia, the inauguration of an institution for the cultivation of children; a German kindergarten, founded by women of Germany. After his inaugural address the children, who had been taught for some time by Froebel, engaged in plays and occupations. Subsequently kindergartens were established in many places. Froebel instructed the kindergartners and engaged much in missionary activity in order to prepare the ground for their work.

Madame Doris Lütkens, at Hamburg, a generous friend of childhood, had been gained for this holy work by Froebel's writings and established the first kindergarten at Hamburg in connection with her private school in 1848. In the following year two additional kindergartens were opened, and an association of ladies induced Froebel to spend a winter at Hamburg in order to train kindergartners and to present his educational principles in public lectures. In May, 1850, the first *Bürgerkindergarten* (citizens' kindergarten) was opened by Froebel. Soon two others followed. Froebel followed the progress of the work with great joy. During his sickness Middendorff came to him with reports from Hamburg which gave him much joy in his sufferings. After the death of Froebel and Middendorff I went first to Dresden, in order to serve the cause with all my strength. However, in consequence of the prohibition of kindergartens in Prussia, and a similar disposition at Dresden, I was not received with favor, and I found it difficult to obtain a permit of residence. In the fall of the same year (1854) a fourth *Bürgerkindergarten* was to be opened at Hamburg, and I offered to assume its direction. The kindergarten kept me occupied for a few hours in the forenoon, so that during the afternoons I was at liberty to instruct a few girls, an opportunity which was embraced with alacrity by the kindergarten assistants.

Two years later the executive board of the *Bürgerkindgärten* established a training school for kindergartners, in which I taught with a number of others.

In the meanwhile a Froebel society had been formed, and this society also established a training-school for kindergartners which was always well patronized; its graduates mostly took charge of children in families and did much to render these favorable to our work.

In 1860 I established a kindergarten for the children of the wealthier classes, with which a few years later I combined a transition class in order to gratify the parents of my pupils. During the entire period I continued my efforts to train kindergartners. Among my students there were a few Russian ladies, and at their request I spent a few months at St. Petersburg in order to aid in the establishment of the work in that city.

I do not know how many children I instructed in the course of years, but I have the great satisfaction of meeting many of my former pupils who are now citizens and parents active in the service of whatever to them is true, beautiful, and good.

In my sixtieth year I was compelled by ill health to give up my own kindergarten, but was still able for a number of years to work for the *Volkskindergarten* and for the training school. At present the excitement and noise of large assemblies is too severe for me, yet I have the good fortune of meeting little ones in families and of being greeted by them with manifestations of cordial affection.

If now we ask what success has crowned the labor of the past fifty years, the answer, through God's grace, indicates remarkable growth, increasing from year to year. The tender tree planted in 1840 had to bear many storms and other hindrances, but has always been strengthened by these things. The educational principles of Froebel have taken root in the families; many unconsciously follow his guidance, and very many heed his instructions with intelligent appreciation of their value. The efforts to establish homes of refuge for boys and girls are a necessary consequence of our endeavors; indeed, they existed in their rudiments in Froebel's institute.

If, as in the light of past experience we have a right to hope, the spirit of love, of industry, and of generous creative work will become more and more general, Froebel's desire to bring to mankind peace, joy, and freedom will be fulfilled.

APPENDIX B.

The following notes were sent me by Heinrich Hoffmann, a direct pupil of Froebel, now residing at Hamburg:

In 1848 an article written by Mme. Doris Lütken directed my attention to Froebel and the kindergarten. I paid a visit to the kindergarten established by this lady at Hamburg. Following her advice I applied to Froebel. He received me at once as one of his pupils, and in the fall of 1848 I went to Dresden to receive his personal instruction. This was a great event for me. Henceforth my whole life was devoted to childhood as a whole. The mighty enthusiasm, the wealth of thought amazed his hearers, although he seemed to labor to find the right expressions for his revelations. Never again have I found so indefatigable a worker. From 9 o'clock in the morning until 10 at night he taught the various sections of the school and limited the time for his personal wants to a minimum. At 10 o'clock, when the weather was favorable, he loved to invite us for a walk. These were precious hours * * * When afterwards we had retired to rest, our master worked until 3 or 4 o'clock, and worked and studied about new forms and arrangements, songs and games, and whatever else might enrich the children's mind and heart or enhance their vigor.

In the spring of 1849 the work at Dresden came to a close. On the 4th of July of the same year, I opened the second kindergarten at Hamburg, and, at the invitation of several ladies, Froebel came in the fall of that year to Hamburg, in order to conduct a six month's course. Many influential men and women of advanced culture were gained for the cause, and when Middendorff, with his wonderful power of speech, had kindled the fire of enthusiasm in every heart, a brilliant success seemed assured. Although much disappointment and sorrow came to the venerable master, he had nevertheless the satisfaction of witnessing the opening of a *Bürgerkindergarten*, to which subsequently many others were added.

My efforts were directed to the educational needs of the family, on the one hand the kindergarten, on the other hand the training of girls for the work of education. At first I instructed young girls for two hours daily in order to prepare them for the requirements of the nursery. As this was a gratuitous work, I secured in a short time 40 pupils. To me personally this afforded valuable practice in the art of presenting even highest educational truths in a simple and intelligible manner, even to persons little skilled in thought. Unfortunately a serious interruption intervened in this. The kindergartens were prohibited in Prussia, and, not being a citizen of Hamburg, I was consequently compelled to leave the city. For a year I went as a peripatetic teacher from town to town in Hanover: Hanover, Hildesheim, Elze, Gronau, Goettingen, then Bremen and Oldenburg. In all of these I delivered courses of lectures in which I presented the method of Froebel, established kindergartens, instructed young girls in the work, and labored to meet the accusations and misunderstandings that beset the cause.

In 1854 Prince Albert opened a universal educational exposition in St. Martin's Hall, London. A request to take part in this induced me to venture upon the journey well provided with material kindergarten work and means for illustration. I was assigned a prominent place and could display my things to advantage. The success was greater than I had anticipated. Unfortunately I was not an adept in the English language, but my material helped me out, and from 9 o'clock in the morning until 8 at night I was surrounded by groups of hearers to whom I attempted to furnish a general outline of the ideas. I had intended to return after the close of the exposition, but Lord Shaftesbury, Kinnaird, Dr. Playfair, and others induced me to remain. I found a field of work in the Home and Colonial Society, in the Wesleyan College, and in a number of noble families. The interest grew steadily. * * * I remained in London for seventeen years, but in 1871 I returned home. At first I established myself as teacher of English at Altona, but soon I gave my energies wholly again to the work nearest my heart. Since 1873 I have conducted six month's courses in which young girls are trained for the educational requirements of the nursery, as well as a flourishing kindergarten.

A few years ago I was requested by Joseph Hughes to write a biography of Froebel for his "Practical Teacher." This I did, and he published my manuscript in the years 1883 and 1884.

APPENDIX C.

THE MONTHLY SUBJECT IN THE KINDERGARTEN.

Madame Henriette Schrader, the genial founder of the Pestalozzi-Froebel House at Berlin, makes much of what she calls the *Monatsgegenstand* (monthly subject or subject for the month) in the kindergarten. In one of her reports (1890) she furnishes an instructive illustration of this. The subject chosen is the pine tree.

For the smallest children of the kindergarten it furnishes material for play. The kindergartner on the first morning brings to the little ones—3 to 4½ years old—a covered basket filled with pine sprays. After the children have examined them and admired them, they plant with their aid and some sand a pine forest. This is filled with animals from “Noah’s ark.” The kindergartner rapidly fashions from wax a squirrel which visits all the children and leaps nimbly from tree to tree. Suddenly it begins to snow, small pieces of white paper fall upon the trees, the squirrel hides himself in one of the trees, and the animals, too, seek suitable shelter. The children sing a suitable song.

On another day the kindergartner brings pine cones for the play. Some of the children fill the scales with sand and stick small leaves and flowers into this. The cone is smoothed off on one side with a knife, and the charming bouquet is presented to one of the assistants. The other children transform pine cones into horses and cows and build a stable for them from blocks, or manufacture wagons, to which the horses are hitched. The children express themselves freely and during the play learn many things about the pine tree and its uses.

The second division—4½ to 5½ years old—had planted small pine trees last spring, and these have been carefully nursed by the children. In the month of December these pine trees and whatever else the children may have seen and heard about pine trees, become the subject of earnest and frequent instructive conversations, and the central figure of songs and games. Pine trees and pine cones are drawn with the help of stencils and suitably colored. Pine cones are adorned for the Christmas tree, and fashioned from clay, and all culminate in the story of the Christ-child and conversations on the significance of Christmas.

In the transition class children 5½ to 6 years old learn to express their experience and knowledge in regular correct sentences. Thus, after a visit to the botanical gardens, they are led to say: “The pine tree is dressed in green. The leaves of the pine tree are called needles. The pine tree stands quite straight. The pine cones are brown. In the pine tree there are many small tents. In these tents the seeds are sheltered, etc.” In the occupations, too, connected with the subject everything is done more systematically than in the kindergarten proper.

Bertha Meyer, author of “From the Cradle to the School,” gives a full sketch of a day in this institution. We take the following notes from this: At 9 o’clock all the children of the kindergarten assemble in the large play room. The kindergarten designates two children from each division, who, while the rest are engaged in their movement games, arrange the occupation material in the respective division rooms. These children hold the office for a week. After the games comes roll call, and at 9:30 each kindergartner marches her division into the music room, where transition class and primary class assemble at the same time. Here all sing a simple morning prayer. Only the smallest children, 2½ to 4 years old, are excluded from this and remain in the play room. Thereupon all children return to their respective occupation rooms and the day’s work begins.

The division of the smallest children, too, had its two arrangers. Let us stop with these at first. We notice that the playthings of the nursery are not banished from their room. We see here dolls, dolls’ beds and carriages, cooking utensils, a Noah’s ark, hollow forms for the sand game, a railroad, and many other things. Frequently they may use these things as they please, yet at other times much is prudently withheld. One of their regular occupations is stringing of beads. During this time they are told a story or sing a song, or give vent to their own fancies in free conversation. Here a bead strung on a thread plays varied parts. Now it is a bell, swinging to and fro, now a locomotive puffing noisily away. The various colors of the beads enable the children to discover many instructive distinctions among them. Thus they vary song and work until the time is past. Another favorite occupation is the sand game. The children fashion, with the help of their hollow sand forms or suitable kitchen utensils, a variety of things from moist sand, cooking ranges, all sorts of cakes and pastry, or they make little gardens, which they adorn with real flowers or pine sprays, or with paper trees and birds which the upper divisions have made for them. Another occupation is the drawing out of threads from coarse woolen rags. These threads they tie into dolls, little birds, or mice, or they make brooms with them, or lay them loosely into a small basket or clay saucer

to represent the nest of birds or mice, or they manufacture them into small beds for dolls cut from paper or wood.

However, after the very first occupation the signal for luncheon is given. The children march again to the large play room. In the meanwhile the two little helpers place at each seat a small round piece of board upon the table, and on each of these boards a small slice of bread and butter is laid and cut into small pieces. When all preparations are made the children march back to luncheon amid suitable calisthenic exercises. After breakfast the children again repair to the play room, while the little helpers clear the tables and prepare for the new occupation.

This lasts until 11.45, when the children are dismissed to their homes, with the exception of those whose mothers work away from their homes, who receive their dinner at the kindergarten. These remain under supervision during the entire noon-recess, and should they feel tired they take a nap on mattresses provided for this purpose. The afternoon session lasts from 2 to 4 o'clock and is spent chiefly in free play or movement games.

Let us turn to the other divisions. In the Froebel occupations the children are not allowed to do as much as in other kindergartens. The more difficult and delicate work is reserved for the transition class and the primary class, when they do not strain the nerves and eyes excessively. Geometrical terms, too, are avoided in the kindergarten and are consigned to the advanced classes. The squares on the network are called boxes; the vertical and horizontal lines in drawing have various names, as remote resemblance or fancy may dictate, such as soldiers, handkerchiefs, etc.

Much stress is laid on intelligent intercourse with nature and on the activities of daily domestic life. Subjects for instruction are chosen chiefly from nature and in accordance with the seasons. Thus, in March, the lessons and plays dealt with pease, lentils, and beans; in April, with violets and spring beauties; in May, with some prominent May-blossoms and the bird-tree; in June, with grass and cereals; in July, with chickens; in August, with bees and butterflies; in September, with water; in October, with the apple tree and ivy; in November, with the mouse and baked apples; in December, with the pine tree; in January, with the joiner and what he makes from pine; in February, with the titmouse, etc., according to choice or opportunity.

In the transition class the work in the Froebel occupations is gradually combined with the rudiments of school work. Instruction begins at 8.30. In writing they learn to make simple letters; in arithmetic they analyze numbers, with the help of sticks and lines, from 1 to 5; in German they learn to form simple sentences and to analyze them into words and these into syllables; in drawing they draw from stencils the outlines of right triangles, squares, etc., and fill these with lines; they learn to recognize angles and to draw them; in home geography they learn to know the cardinal points of the compass and the directions in which to find familiar buildings and localities; they observe the position of the sun and other similar facts. They measure the schoolroom and distances of objects from each other, and make a ground-plan of the house and its contents. They become familiar with native plants and animals.

For religious instruction they are told the stories of the Old Testament, and shown pictures of incidents connected with the stories. In music they learn to recognize and keep time with the aid of "orchestral performances" on triangles, castanets, tambourines, and trumpets. In the primary class these things are done more and more fully in the ways of the school.

APPENDIX D.

STATUTORY REGULATIONS FOR AUSTRIA CONCERNING KINDERGARTENS AND INFANT SCHOOLS.

A.—KINDERGARTENS.

(1) The purpose of the kindergarten is to aid and supplement home education during the earlier years of childhood, and, consequently, to prepare the children for public school education (*Volks-schul-unterricht*) by systematic training of the body and of the senses, as well as by appropriate culture of the intellect.

(2) The means of kindergarten education are to be found in occupations which develop the creative and formative instincts, in movement games with or without singing, in conversations about things and pictures, little stories and poems, and light garden work. All instruction peculiar to the school is strictly excluded.

(3) Children may not be admitted to the kindergarten before they have entered on their fourth year, and they must be discharged therefrom, in accordance with the imperial school law of 1879, at the close of their sixth. Within these limits they may be received or discharged at any time, as their parents or guardians may desire. Children troubled with afflictions that are fraught with danger to other children shall not be received in kindergartens.

(4) Kindergartens may be established by provinces, school districts, municipalities, associations, as well as by any self-dependent private individual of good character in accordance with the conditions set forth in sections 5 to 16.

The establishment of such institutions requires the approval of the provincial school authorities. Kindergartens established by provinces, school districts, and municipalities are public kindergartens; those established by associations and private individuals are private kindergartens.

(5) The kindergarten may exist alone or in connection with a public school (*Volkschule*). It occupies the children daily, except on Sundays and holidays, for two or three hours in the forenoon and two hours in the afternoon. Arrangements, however, may be made to receive children for the remainder of the day for supervision and board.

(6) The number of children in the care of one person shall not exceed 40.

(7) The rooms destined for kindergartens must be safe and easy of access; must have a perfectly healthy location, good light, and ample opportunities for the unhindered movements of the children. In addition to suitable rooms, there must be a sufficiently large, cheerful, and adequately sheltered space for play and movement in the open air. Exceptions may be made only in large cities and in private kindergartens.

(8) The kindergarten must be provided with the necessary apparatus for occupations and instruction, the requisite number of seats and benches, tables ruled with networks, and suitable arrangements for the bodily needs of the children.

(9) Every kindergarten must be conducted in accordance with regulations and a time-table adapted to local needs.

(10) The founder is responsible for the external condition, the director (or directress) for the pedagogical guidance of the kindergarten.

(11) The direction of a kindergarten connected with the *Volkschule* shall be in the hands of the director of the school. The directors (directresses) of independent kindergartens must enjoy a good moral character, must be 24 years old, in possession of the certificate of graduation from general common schools, and must show that they have familiarized themselves with the nature of kindergarten education by attendance (as observers) for at least three months in a good kindergarten. Only in cases where other proof of the requisite pedagogic attainments can be furnished, the minister of public instruction may dispense the candidate from the certificate of graduation.

(12) The practical training in the kindergarten, and the intercourse with the children, are to be placed in the hands of kindergartners which can furnish the required proofs of competence for this work (§§ 20-23). The directress, if she furnishes proof of possessing the required competence, may also be kindergartner.

(13) Any vigorous and intellectually normal person of unquestioned morality may be attendant (*Wärterin*) in the kindergarten.

(14) The engagement of the director (directress), of the kindergartners, and attendants is to be made by the founder on approval of the district school board. The founder will also determine the extent of the fee to be paid for attendance at the kindergarten.

(15) The district school board shall be informed of all contemplated changes in the management or conduct, as well as in the location, of the kindergarten.

(16) The public shall be permitted at all times to visit the kindergarten, provided previous notice is given of such visit.

(17) The kindergartens are under the supervision of the regular school authorities. The pedagogic supervision is within the duties of the imperial district school-inspector. In other matters the public kindergartens are under the supervision of the local authorities, the private kindergartens under the supervision of the district authorities. The local authorities may appoint a committee of ladies for the immediate supervision of any public kindergarten. This committee shall then visit the institution from time to time, and report to the local authorities the needs of the same.

(18) Kindergartens which fail to observe these regulations or show defects that prevent the attainment of their legitimate purpose, shall be closed by the provincial school authorities.

(19) For the training of kindergartners, in so far as this is not done by public normal schools for female teachers, special courses shall be established in some of the schools.

(20) Certificates of graduation, showing that the candidate possesses satisfactory theoretical and practical knowledge of the kindergarten, entitle the holder to become a kindergartner.

(21) Besides these special courses in public normal schools for female teachers, training courses may also be combined with well-conducted public and private kindergartens, with the consent of the minister of education. Such schools may be granted by the minister the privilege of issuing certificates that shall be valid throughout the state on condition that the curriculum shall not differ essentially from that of public normal schools, that the teachers be approved by the provisional school board, and that the final examination be conducted by a member of this board, whose consent shall be necessary for the granting of a certificate.

(22) Girls in the higher classes of public schools (*Volks- und Bürgerschulen*) shall be permitted to take part in divisions in the games and occupations of the kindergarten whenever this is feasible.

Besides, the directors of kindergartens may instruct girls, that have satisfied the provisions of the school laws, in the science and art of natural child culture, and issue to them certificates of success.

(23) *Day nurseries*.—The object of the day nursery is to receive children of working people for daily care and suitable occupation, and to accustom them to cleanliness, orderliness, and good behavior, as well as to instill into them love of work.

These institutions shall not receive children under 3 years of age.

The establishment of a day nursery requires the approval of the provincial school board, which may also fix the conditions of such approval.

The supervision of day nurseries is under the same regulations as the supervision of kindergartens. Special care is to be taken to see that all arrangements satisfy the modern pedagogic and sanitary requirements, and that all school instruction be excluded.

IV.—FRANCE.

France claims as the first germ of her interest in the systematic education of infants in public institutions the remarkable philanthropy of Oberlin. John Fred-eric Oberlin was born at Strasburg in 1740. In 1767 he assumed the pastorate of Waldersbach in the Ban-de-la-Roche (Steinthal), a rocky and sterile valley in the Vosges Mountains of Alsace.

He found his people in a condition of utter wretchedness, which he attributed to their dense ignorance. In his efforts to alleviate this wretchedness he sought, there-

fore, to dissipate the prevailing ignorance by teaching the peasants better agricultural and horticultural methods, the establishment of new industrial pursuits and of commercial relations with neighboring parishes, the art of building roads and bridges. At the same time, he realized that his most important concern was the education of the children of his parish. After two years of earnest striving he succeeded in giving to his people a schoolhouse. This success he followed up by securing the construction of similar houses in several adjoining villages.

However, these schools brought no relief to children under 6 years of age, who were sadly in need of care. The mothers, compelled to labor in the fields, left them at home where they were either without supervision or in the doubtful care of older brothers or sisters who thus were themselves deprived of the benefits of the town school.

At this juncture Oberlin learned that in a neighboring village there was one Sarah Banzet who taught the children of the place the art of knitting. He hastened to engage her to teach the children of Waldersbach in some spacious rooms which he had rented for this purpose. Here, we are told by Legrand, he wished the children might find motherly guidance. The smallest played, the larger ones learned to spin, to knit, to sew. Colored pictures of scriptural subjects and of natural history furnished means for pleasing instruction.

The work was enlivened by song, and simple stories were told. In summer they gathered flowers, learned the names of plants, as well as their peculiarities and uses. Oberlin's wife, Salome Witter, and his servant, Louise Schoeppler, aided in this work of love; and after the death of Sarah Banzet, which occurred a few years later, Louise Schoeppler continued the work for over fifty years.

In 1794 the national convention of France eulogized the efforts of Oberlin in a public decree; and his "knitting-schools" began to attract favorable public attention and found a number of imitators, who, however, succeeded poorly, possibly because they failed to bring to the work the spirit of pure, unselfish devotion that characterized the efforts of Oberlin.

Another notable attempt in a similar direction was that of Madame de Fastouret, who, in 1801, established in Paris a *salle d'hospitalité*, a sort of day nursery, for a limited number—10 or 12—little girls. Her enterprise failed in spite of the ample means which she devoted to it. M. Durand¹ ascribes this failure chiefly to the fact that her work was more religious than philanthropic, for she helped only those who were remarkable for piety, and the exercises of the school were chiefly of a religious character.

It seems, however, that her failure did not discourage her, for in 1826 we find her at the head of a committee of ladies engaged in similar efforts, although of a broader, less narrowly ecclesiastical character. In these she was joined by the excellent M. Cochin, mayor of the twelfth district of Paris, and by Abbé Desgenettes. Funds were collected, the general council of charities was prevailed upon to contribute 3,000 francs, and to furnish a suitable room for a new institution for the care and education of neglected children.

In order to defeat open and concealed opposition, it was decided that Madame Millet, enthusiastically devoted to these plans, should go to England in order to study the methods by which Buchanan, Wilderspin, and their followers had attained their marvelous results. She undertook the journey in 1827, and was soon joined by M. Cochin himself, who was eager to leave nothing undone that might contribute to the success of the noble work of charity and education, from which he expected so much for the wretched poor of the twelfth district.

On his return, in 1828, M. Cochin established a model *salle d'asile* (house of refuge) or infant school after the English pattern, and, in connection with it, a normal course for the training of teachers under the direction of Madame Millet.

From this time on success seems to have been assured. In Paris alone there were in 1830 six such schools, and in 1836 their number had risen to eighty. Other cities were equally active, so that in 1837 Salvandy could report to the King that 800 such schools were open in France, and that 261 of these were supported partly by public funds.

In the meanwhile, however, and in the measure in which municipalities began to interest themselves in these institutions, their educational value became more and more prominent, and their charitable features lost in importance. At the same time there arose conflicts of authority between the municipal administration and the committee of ladies, who struggled to retain control at least of the supervision of the *salles d'asile*. These conflicts resulted in the defeat of the committee of ladies, who resigned their functions near the close of 1836.

In his report to the King, dated on the 22d of December, 1837, M. Salvandy, the minister of public instruction, deploras this. He feels that the success of these institutions can not be assured unless the daily inspection of the schools as well as the examination and supervision of the teachers, is in the hands of mothers. Deeply

¹ *La Législation des Écoles Maternelles*. Paris, 1833.

impressed, at the same time, with the usefulness of the *salles d'asile*, he urges the King to give them a legal existence, and to secure for them the maternal inspection and control so necessary to their success.

This request was answered by a royal decree bearing the same date, in which for the first time the *salles d'asile* are assigned a place in the public education of the state. They are declared to be "charitable institutions to which children of both sexes may be admitted up to the age of 6 years (the seventh birthday) in order to receive the motherly supervision and first education which their age requires." Here they were to receive "the first principles of religious instruction and elementary notions of reading, writing, and oral arithmetic, to which may be added instructive and moral songs, needlework, and all kinds of manual work."

The regular visitation and daily inspection of these schools, in so far as they were public institutions, were placed in the hands of ladies. Each school was to have one inspectress, who, however, might select deputies to aid her. These were to supervise "the conduct of the *salles d'asile* in all that touches the children's health, their moral disposition, their religious education, and the treatment they receive." At their request the license to teach is withdrawn from any attendant "whose habits, conduct, and character are not in conformity with the spirit of the institution."

The inspectresses render to the proper authorities quarterly reports of the status and needs of the work. If they see fit they may take part in the discussion of these reports. Departments and communes are empowered to appoint permanent inspectresses, and the minister of public instruction appoints a permanent inspectress as a member of the supreme educational commission of the state.

The reason for stating here at such length the provisions of this decree lies in the fact stated by Mlle. Matrat¹ that "all subsequent decrees and orders merely modify, restate, complete, or sanction the decree of December 22."

The regulations concerning the details of work in *salles d'asile* were based wholly on a manual published by M. Cochin in 1833. They bear the stamp of their English origin, and are distressingly schoolish. In the decree of the central authority published on the 24th of April, 1838, it is ordered that the rooms in which the children are to be exercised should be situated on the ground floor. The floor itself is to be covered with planks, tiles, asphaltum, or cement. The rooms are to be lighted from both sides by windows placed at least 2 meters above the floor, "so that the children's attention may not be disturbed by outdoor attractions."

The rooms are to be of a rectangular shape, 4 by 10 meters for 50 children, 6 by 12 meters for 100 children, 16 by 20 meters, 200 or 250 children. The last number is fixed at the maximum. The children are seated at one end of the room in at least five nor more than ten rows, on terraced seats extending across the entire width of the room. However, passages are left down the middle of the terraces, or amphitheater, and on the sides for the purposes of classification, and the better control of the children. A general view of such an estrade is given in Fig. 1 and sectional view in Fig. 2.

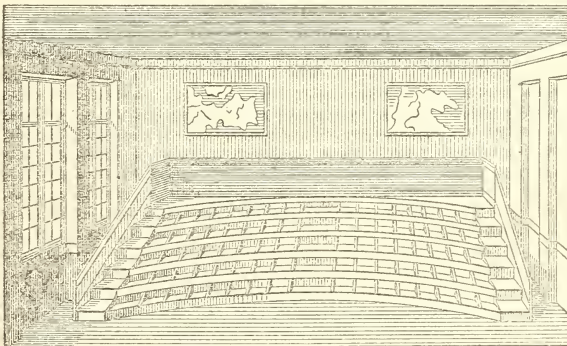


FIG. 1.—View of an estrade.

The rest of the room is provided with benches fastened to the floor, leaving, however, an empty space in the middle for evolutions. In front of the benches, in the play room, circles are painted on the floor indicating the places where groups of children are to stand before suspended pictures and charts used in the work. Similar charts are hung on the walls of the room. Indeed, M. Cochin recommends that the

¹ *Histoire de l'Éducation Enfantine Publique. Par Mlle. Matrat.*

"script letters and ciphers, as well as a number of geometrical figures, be painted on the walls, so that they may be continually before the children's eyes for imitation."

The subjoined cut which, together with Figs. 1 and 2, is taken from M. Narjoux's *Écoles Primaires et Salles d'Asile* gives a very fair idea of the interior arrangement of a *salle d'asile*.

A courtyard is provided, at least three times the size of the work room (*salle d'exercices*) just described, partly covered and partly open. [At a later period this was divided lengthwise into two halves, one for the boys and one for the girls.] In the courtyard various provisions are made for games, and the covered portions are furnished with movable benches.

Wherever it is feasible there is also a room in which the children take their meals and keep warm in winter. This is suitably furnished with shelves for the children's baskets, with movable benches, porringers, and other utensils.

The furniture for the work room proper, in addition to the things needed for the children's toilet and other comfort, comprises a clock, a large bell conveniently hung, a *claquoir*,¹ a whistle for sounding signals for the various exercises, blackboards and charts, slates and pencils, an abacus with 10 rows of 10 balls each, one or several books and portfolios with pictures, and various provisions for needlework and other manual work.

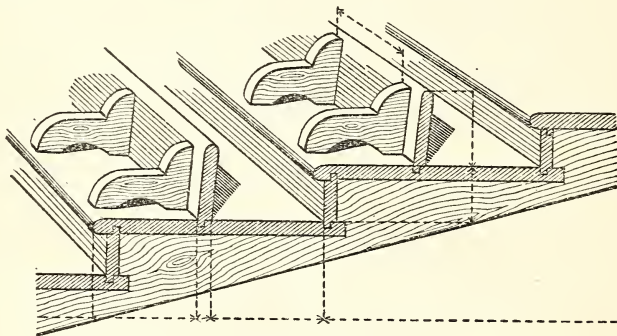


FIG. 2.—Sectional view.

In each *salle d'asile* there is at least one teacher (*surveillante*) and one woman for general service (*femme de service*). Should the number of children exceed 100, a least 2 assistants are given the teacher.

Admission is granted to children from 2 to 6 years old. The schools are open every week day from 9 o'clock until sunset in winter, from 7 o'clock in the morning until 6 o'clock in the evening during the remainder of the year.

In urgent cases children may have to be received before the stated hours and kept for a longer time and during the holidays. On the other hand the hours for actual teaching may not be more than four daily nor less than two, and no exercise is to last longer than ten or fifteen minutes.

This is the substance of the official directions of 1838. There is in all of them unquestionably an oppressive air of schoolishness. This schoolishness gave rise in due time to that "*méthode des salles d'asile*" in which Madame Kergomard sees "the absolute negation of Oberlin's principles," and the only truly redoubtable weapon at the disposal of opponents of schools for early childhood.²

Nevertheless, these schools were the outcome of an earnest spirit of philanthropy. There is no better proof for this than the classical directions concerning the care and instruction the children are to receive, which form the second chapter of Villomain's rescript of April 24, 1838, approved by Salvandy.

According to this rescript "the rooms and courtyard must be cleaned and swept every morning thirty minutes before the arrival of the children. At the time set for the children's arrival the teacher (*surveillant* or *surveillante*) should receive them, inspect each one with regard to cleanliness and neatness, examine the food brought with reference to quantity and wholesomeness, see that the baskets are placed on the shelves, and make suitable reports on these things to parents or guardians. A child that is sick when brought shall not be received, but taken to its home or immediately sent to the physician.

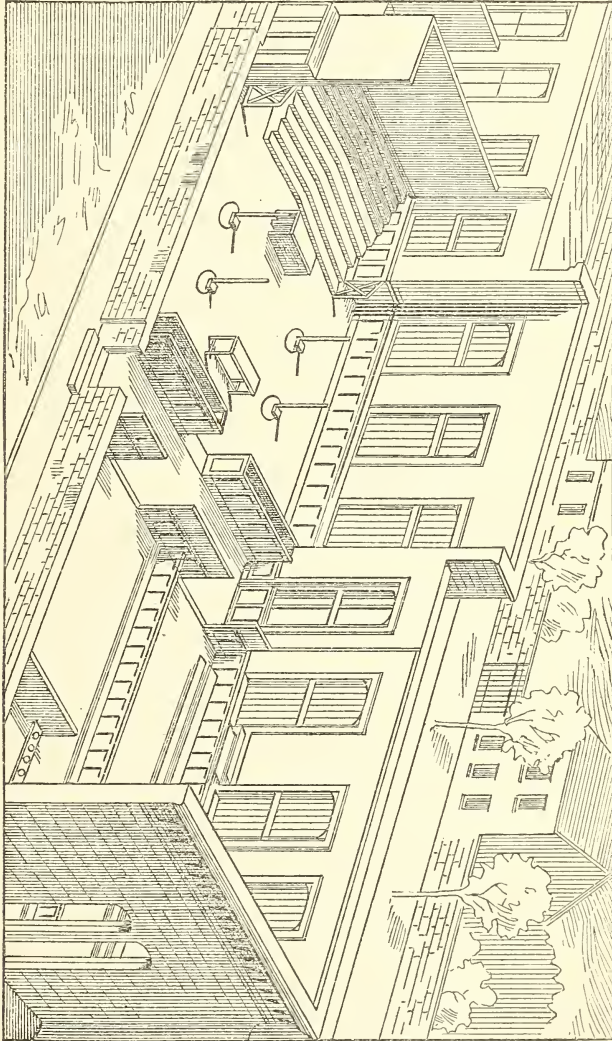
¹ This is a wooden instrument resembling in size and shape an ordinary snuff box. With this the teacher makes sharp clicks resembling those made with a castanet. Those clicks serve as signals or accentuate the steps of the children marching.

² *L'École Maternelle, par Madame Pauline Kergomard, inspectrice-générale des écoles maternelles, membre du Conseil Supérieur de l'Instruction Publique. Paris, 1889.*

"The teachers and women for general service, impressed with the sacredness of their charge in the persons of these little children, should strive to fulfill their mission with unchangeable gentleness and true Christian patience. The children should never be struck. The inspectress should see to it with the greatest care that no excessively long or severe punishment be inflicted.

"The teachers should always superintend the exercises and recreations; they should always be in position to obtain at any moment and at the first signal complete silence. Whatever attention may be needed for the children's health should be im-

FIG. 3.—View of salle d'asile.



mediately given by the teachers. Children who are tired or indisposed should rest on the cots provided for this purpose, or in the teacher's lodging, until they can be returned to their families.

"The evolutions of the children, and the games suitable to their age, should always be directed and superintended in order to avoid all quarrels and unpleasant accidents. In the courtyard the ground should always be covered with a deep layer of sand. The periods of intermission afford intelligent and attentive teachers constant opportunities for instruction concerning cleanliness, deportment, politeness. The

thousand little incidents of each day may serve as texts for useful lessons that will never be forgotten, and which in due time will bear most grateful fruit.

"The teacher should ascertain each day who are absent and who are present, not by subjecting such young children to a roll call, but by reading all the names on the register and by calling to his aid, in his observations, the waiting maid and a few of the older children. When, after the last period of instruction, the children are not called for by some member of their families, the teacher should retain them, so that they may not be alone in the streets. This they should do until all the children are in safe hands. Should parents, after due notice, continue in such negligence, the inspectress may authorize the teacher to refuse further admission to the child. In case of the reiterated absence of the child, without some known cause, the teacher should ascertain the cause of such absence and record it for the information of the inspectress.

"On Sundays and other holidays, the teachers, if the parents desire it, should assemble the older children at the *salle d'asile* in order to conduct them to divine service. It will also be proper, if on the same days the teachers visit sick pupils; talk with parents about the character and conduct of their children, of the faults and failings that deserve special attention; discuss with the mayor and with philanthropic persons the most pressing needs of certain children or of the school itself."

The philanthropic spirit that dictated these directions led the more sanguine friends of these schools to the most extravagant expectations. Thus, in a circular—Mademoiselle Matrat calls it a poem—which Salvandy addressed the prefects of departments, dated in August, 1845, this generous minister of public instruction, says: "This blessed institution promises to our nation generations sounder in mind and body, more deeply impressed with principles of order and discipline so needful in an epoch of popular liberty and activity like ours—generations better informed, more capable, better prepared for work and for the achievement of prosperity. * * * By means of these institutions the communes can transform their people, instruct them, elevate them, and substitute for their evil tendencies principles of sound morality and habits of practical integrity."

In another circular, dated September, 1846, the same enthusiastic minister informs the prefects that "the *salles d'asile* render the family and society invaluable service. By daily gathering the children during the hours when the family can not take care of them without giving up a part of its daily labor—which is its only wealth—they afford the children greater liberty, more comfort, and greater security. They give to the children the first education which their parents have always lacked. This education will secure to our land more moral, stronger, better disciplined, better instructed generations."

In the actual work of the schools, however, the teachers were so hemmed in by directions, manuals, and inspections concerning the most self-evident externals of their duties that they could reach a truly educative activity scarcely in any phase of their work. It remained at best and always mere verbal information, tested by verbal recitation, and class drill tested by class unanimity.

M. Cochin himself says that persons who have merely looked in on a *salle d'asile* must be impressed with the fact that here the pupils are carried on by a common movement that holds the entire class, not one finding himself able to raise a doubt or to offer resistance; that here the children follow the right way in which they are placed; that this habit is formed and education achieves its triumphs without difficulty.

Mademoiselle Matrat points to this passage as indicating most conclusively "to what extent the *salle d'asile* annihilates individuality, crushes the spontaneity, the self-activity of the child." * * * "The habits thus formed," she continues, "are purely disciplinary and have no bearing on the habits of practical life. We are, therefore, safe in concluding that, in spite of the best intentions, the *salle d'asile* fails in its educational aim from the very start, since all that is done conspires to make of the child a passive being, an atom in a conventional whole, and there is nothing to start his progressive and rational development by enlisting his self-activity."

The system is arraigned with equal directness by Madame Kergomard. "The *salle d'asile*," she writes, "encumbered from the very beginning by too great a number of children, formed them into regiments, imprisoned them by hundreds in vast rooms, the windows of which were two meters from the floor; it made them march, all welded together, hands on shoulders in long chains like convicts; it dressed them in close rows on shelving steps or on benches riveted to the floor; it made them rise together at the signal of the *claquoir*; it made them sit down at the signal of the *claquoir*; it had them wipe their noses at the signal of the *claquoir*; it made them count, recite, respond altogether and always at the signal of the *claquoir*."

¹ *Histoire de l'Éducation Enfantine Publique, par Mademoiselle Marie Matrat, inspectrice-générale des écoles maternelles. Paris, 1889.*

"Deprived of his liberty of movement, incessantly benumbed by routine, the child had at school neither originality nor personality, was merely one of the links of the chain, one of the wheels of an unconscious machine. The method of the *salle d'asile*, indeed, avoided confusion and tumult, it obtained silence, but at what price, * * * and it finally deceived the teachers concerning their own fitness, for it overwhelmed with praise not those who knew the children best, but those who, having most completely absorbed the processes, made children go most successfully through the drills."

That under such conditions great stress should be laid on mere verbal information is to be expected. Even the manual of M. Cochin shows that this was the ease. He demands "not reading, but a knowledge of the letters; * * * not industrial teaching, but a certain amount of information about common things; * * * not moral and religious instruction, but some impressions concerning morals and religion."

This led to all sorts of strange devices in letter-teaching, to the memorizing of the most incomprehensible or unmeaning descriptions and definitions; and, in morals and religion, to the smaller catechism. A few samples from the manual of Madame Pape-Carpantier, so closely identified with the growth and development of the *salle d'asile*, will render this clear.

For teaching the reading of words she recommends the phonimie method of Grosselin. By this method the word is analyzed into its series of spoken sounds and the corresponding written signs of these sounds. Each sound is, at the same time, successively associated with some animal or some familiar fact, and impressed upon the memory by having the children imitate the animal or indicate the fact in some gesture corresponding to the spoken sound and its written sign which is pointed out to them. Thus the word *chapeau* (hat) is handled as follows:

- ch* The children place a finger on the lips to indicate silence, and say: *sh*!
a They raise their hands in admiration: *ah*!
p They blow explosively on the back of the hand, as if to blow away a feather: *p*!
eau They extend their hands forward, expressive of repulsion, saying: *oh*!

In a "grammar" lesson in which the child is to find out what words are, the teacher, after a few leading questions, addresses the children as follows: "Well, children, letters arranged in such a way as to make us think of some person or thing form words. Words serve to express, to make known what we want. When you say, 'I am hungry,' you say words. When you say, 'I am going to bed,' these, again, are words which you repeat as you have heard others repeat them. For we all speak in words, and written words are formed with letters, like those I have just written. What, now, is the use of the letters of the alphabet? Do you know it now?"

Among the first lessons in numbers is the following:

TEACHER. How much is a 6 worth, standing alone? [Here the figure 6 is shown with the pointer.]—A. Six units.

TEACHER. What is a unit?—A. A whole object.

TEACHER. Show me 6 units. [The child drops 6 balls on the abacus.]

In drawing, Madame Pape-Carpantier would have the children learn, after a number of explanations and comments, all sorts of geometrical definitions, such as of a straight line being the shortest distance between two points, etc.

In the first lesson on the human body the children find head, arms, legs, body. They are then regaled with the following dialogue:

TEACHER. Had Adam and Eve, our first parents, a body, arms, and legs like ours?—A. Yes.

TEACHER. Then we are made as God made our first parents?—A. Yes.

TEACHER. Then God gives to the little children the same form which he gave to the parents.

Here, too, is found a lesson on the "symmetry of the organs." A lesson on the circulation of the blood gives all possible information about arteries and veins, the course of the blood, and its relation to respiration. The height of pedantry is reached, however, in the lessons on "the soul," "the invisibility and sovereignty of the soul," and "the separation of soul and body."

A lesson on conscience in the religious instruction concludes as follows:

TEACHER. Do you know why God has given us a conscience capable of thus rewarding us for our good actions?—A. Because He is good.

TEACHER. But why has He made it capable also of punishing us for our bad actions?—A. Because he is just.

Another lesson on sin is so grossly immoral in its tendencies that one shudders to find it in a book that bears the imprint of 1885.

Do we wonder that with these facts before her Mademoiselle Matrat, the clear-sighted general inspectress of maternal schools, should stigmatize the *salle d'asile* as a "dead body." Must we not sympathize with her when she sums up her criticism in these words: "As fast as the uniform and crushing discipline of Lancaster disappeared from the primary school it identified itself with public infant education to such an

extent that to-day it paralyzes the *école maternelle*, which will die because it allowed itself to be engrafted on a corpse!"

The name *écoles maternelles* (maternal schools) was officially given to these institutions in an order dated April 28, 1848. For a long time previous to this date the people in many places had found the name *salle d'asile* distasteful. It suggested to them a somewhat ostentatious charity and seemed to degrade to the level of beggars the working people, who chiefly patronized them. Yet these patrons were of the bone and sinew of the nation. They labored hard to live honestly; even the mothers joined in the heroic struggle against the very beggary which the *salle d'asile* implied. On the other hand, far from affording a sort of voluntary alms, these schools seemed to these hard-working people rather a practical acknowledgment of a sacred duty which the State owed to them, a duty to be to the children of these heroic mothers what, because of their industrial duties, they could not be themselves. This relation was so well expressed by the term *école maternelle* that long before the order of the 18th of April the name had become current in many localities. If, at the same time, the method of the *salle d'asile* had become odious among thoughtful educators, the new name would offer an opportunity to symbolize reform and to cast the odium that attached to the method upon the old name itself.

It was fitting that the Republic of 1848 should give official sanction to these voicings of a correct popular instinct, declaring that "the *salles d'asile*, improperly called charitable institutions, are institutions of public instruction, and will henceforth bear the name *écoles maternelles*." This order was signed by Carnot.

Perhaps it was equally fitting that the first decree on this subject, signed by Louis Napoleon, should unceremoniously reinstate the old name which persisted during his reign; and fitting again that it was reserved for the third Republic, in a decree of August, 1881, to rehabilitate the more popular name and to declare that "the *écoles maternelles* are educational establishments where children of both sexes receive the care which their physical, intellectual, and moral development requires."

The Empire came, indeed, like a cloud over these schools. In the spring of 1854 the central committee of patronage had been placed under the auspices of the Empress, who became protectress *ex officio* of the *salles d'asile*. In the spring of the following year a decree was published fixing the status of the *salles d'asile* which contains little of note, unless it be the fervor with which it emphasizes the claims of the church upon the children. Henceforth in the Catholic *salles d'asile* the religious instruction is to be given under the direction of the bishop, and in every such school a crucifix and an image of the Holy Virgin are to form an obligatory part of the furniture. In all *salles d'asile*, too, a portrait of the Empress must be suspended.

The decree provided for more detailed regulations to be prepared by a committee and approved by the Empress. These regulations, issued on the very next day, were in the same spirit. The religious instruction demanded "comprises particularly the first chapters of the smaller catechism." * * * "The moral exercises comprise the recital of historical incidents which tend to inspire the child with a profound sentiment of love to God, of gratitude to the Emperor and to their august protectress, to teach them their duties to their parents and to their superiors; to render them gentle, polite, and kind to one another."

In other respects the programme is more schoolish and bookish than before. "Reading comprises the vowels and consonants, the large and small letters of the alphabet, the different kinds of accents, syllables of two or three letters, words of two syllables." * * * Arithmetic comprises knowledge of the single numbers, their representation by Arabic ciphers, addition and subtraction taught with the abacus, the multiplication tables memorized with the aid of singing, an explanation of weights and measures with the help of solids or of tables. * * * A knowledge of common things embraces the divisions of time, the seasons, the colors, the senses, the shapes, the materials and uses of familiar objects; notions about animals and plants, simple trades, the elements, the shape of the earth, its principal divisions, the names of the departments of France with their capitals, and whatever other rudimentary ideas may help to form the judgment of the children;" if, indeed, adds Madame Kergomard, the preceding rubbish has not rendered them hopelessly stupid.

The regulations then proceed to detail the manual and singing exercises, and conclude as they began with the religious and moral exercises: "The lessons and the religious and moral exercises" begin and end with a short prayer; they take place from 10 o'clock until noon and from 2 to 4 o'clock.

There is one ray of light, however, in the following article: "It is forbidden to overload the memory of the children with dialogues or dramatic scenes destined for public occasions."

By a strange coincidence the year 1855, which revived ancient fetters upon the *salles d'asile*, saw the arrival in Paris of the gifted Baroness Marenholtz-Buelow. She knew, as she says, not a single person and had come without any letters of recommendation. Her first visit was to Marbeau, president of the "International

Society of Charity," and founder of the *crèche*. He took a deep interest in her work and aided her in many ways. For three years she remained in Paris, delivering lectures under all imaginable conditions, writing articles for the press, publishing pamphlets, superintending the publication of a practical manual,¹ and directing experimental work in a number of *salles d'asile*.

In order to secure recognition for Froebel in the *salles d'asile*, it was necessary that she should gain the favor of Cardinal Morlot and of the Empress. The former presided over the committee of patronage of these schools, the latter was president of the central committee. She was successful beyond her most sanguine expectations. The official journal of the ministry of instruction published shortly after her arrival that at the "request of Baroness von Marenholtz, her majesty in her anxiety for the welfare of the children had ordered the creation of a commission to examine Froebel's new method of education in his kindergartens, and eventually to introduce it in our *salles d'asile*."

This commission was appointed and the *salle d'asile* in the normal school of Madame Pape-Carpantier designated for the experiments. For three months the children were here instructed in the games and occupations by a young teacher under the direction of Madame von Marenholtz, and under the supervision of the commission. The subsequent report of the commission is quite favorable. It points out the facts that Froebel's occupations prevent indolence and employ usefully all the powers of the child; that even in so short a time there was noticeable a great improvement in the morals and manners of the children. It requests the minister of public instruction to order the introduction of Froebel's occupations in all the *salles d'asile*, "so that the children of the working classes may thereby learn to love activity and work; gain manual skill, keenness of vision, bodily strength, and be generally prepared for subsequent working and learning." However, this introduction was not to be obligatory, chiefly because the method could be profitably used only by trained teachers.

Madame Pape-Carpantier herself says about these experiments: "The devices of the '*méthode Froebel*' would prove very helpful. They would occupy the children usefully, and by that alone would lighten the now too heavy burden of the directresses. During the entire series of manual experiments made at our normal school (*cours pratique*) the children's interest was aroused and held without fatigue on the part of the teacher, as well as without constraint on the children's part. Inasmuch as the first manifestation of life in the child is an impulse of activity and movement, it is easy to see how devices that appeal to the senses and keep hands and eyes busy, devices that keep alive curiosity by their exhaustless variety and that reward the busy child with almost certain success, should be welcomed with joy and preferred to the drudgery of listening and listening again and constantly to monotonous lessons heard a hundred times over by the teacher."

Unfortunately this was practically the end. It is true that the "*méthode Froebel*" was introduced in a number of *asiles*, that many persons were deeply interested in Froebel's educational principles, and that the press praised Froebel as the discoverer of a new educational method based on a knowledge and appreciation of man's innermost nature; but the political storms that held the Empire constantly on the verge of dissolution, and which necessarily kept educational interests at a low ebb, and, still more, the unfortunate error that saw in Froebel's educational gospel only a new *méthode*, another way for reaching an old end, caused the work of the gifted prophetess to become almost forgotten.

To such an extent was this the case that Mademoiselle Matrat, in her history of Public Infant Education, puts the date of the arrival of Madame Marenholtz in Paris "about 1864," and gives the honor of authorizing the first experiment in kindergarten work to M. Gréard.

At any rate there was no notable advance or new development in the *salle d'asile* as a whole between 1855 and 1879. It is true their number increased, and consequently the need of increased facilities for the normal training of teachers was felt more and more deeply. Yet in their educational character they remained well nigh stationary, to such an extent that Mademoiselle Matrat, who entered upon her duties as inspectress in 1879, says that she was "so struck with their antiquated, mummified, conventional, and artificial makeup, that her first inspection left on her mind an impression like that of a visit to the land of 'The Beauty in the Sleeping Forest.'"

Another inspectress, Mademoiselle Loizillon, reports in 1880: "Some teachers have completely transformed their *asiles* into schools where the children write, recite grammar by heart, make analyses, conjugate verbs, and make copies in order to learn orthography."

In the same year the teachers' congress in Paris resolved unanimously that the "*salles d'asile* ought to give less negative results."

¹ *Manuel pratique des Jardins d'Enfant de Frédéric Froebel, à l'usage des institutrices et des mères de famille, composé sur des documents allemands par F. F. Jacobs, avec une introduction de Mme. la baronne de Marenholtz.* Bruxelles, 1859.

Again, in 1881, Mademoiselle Matrat reviews the methods, which the new decree of that year would supersede, in the following vivid terms:

"Now what has been the ideal method of the *salle d'asile* up to this day? It has been that of a ten minutes' talk or dissertation on the teacher's part, followed by questions frequently on subjects of advanced science, such as the metallurgy of iron, the extraction of rock-salt and of sea-salt, the influence of the moon on the tides, definition of the three kingdoms of nature, their divisions and subdivisions, etc. The children keep silent, the teacher talks for ten minutes. What is the result? Alas! she knows it, and acknowledges it readily. When the time for questioning has come, she finds that the silence in their minds was as great as that in the room."

In 1879 a special commission was appointed under the presidency of Ad. Mourier, charged with the reorganization of the *salles d'asile*. As the result of their labors a new decree came in August, 1881, and new regulations in 1882.

The decree of 1881 definitely establishes the name *école maternelle*, and recognizes the claims of intellectual in addition to physical and moral development. It substitutes for the first principles of religious the first principles of moral instruction; these in the public *écoles maternelles* are inculcated not under the form of special and connected lessons but by means of conversations, questions, stories, and songs, calculated to inspire a sense of their duties toward the family, the fatherland, and toward God, wholly free, however, from all sectarian teaching.

The decree requires, furthermore, instruction on common things (clothing, shelter, food, color, shape, division of time, seasons, etc.); the rudiments of drawing (stick-laying, copying on the slate, easy designs drawn on the blackboard, outline representations of simple objects); language exercises, training the children in expressing what they have heard or seen; collective or concert exercises in reading and writing; exercises in the combinations of numbers between 1 and 10 and from 10 to 100, the four operations in the most elementary form and, at first, within the limits of 1 to 10, the representation of numbers by figures, simple applications of the metric system, all with the help of blocks and sticks, etc.; the rudiments of natural history with the help of objects and collections made by the children and teachers; notions of geography (the cardinal points, land and water, the rivers, mountains, and principal cities of France); stories on the grand facts of national history and on common objects; manual exercises (plaiting, weaving, folding, light knitting), but "nothing that will fatigue the children;" graded gymnastic and calisthenic exercises; the singing of simple time and tune exercises, and of one-part and two-part rote songs to accompany the games.

It reduces the minimum age of the directress from 24 to 21 years, and that of the subdirectress from 21 to 18 years; provides for general inspectresses, who shall be at least 35 years old, and shall have taught at least five years; and department inspectresses, at least 30 years old, and for three years teacher. It requires that lessons shall not exceed fifteen or twenty minutes, and be interspersed with songs, gymnastic exercises, marches, and evolutions, and establishes a number of judicious practices, which indicate clearly that the state has learned to take a broader and deeper view of the educational problem and has gained a truer insight into the nature and needs of childhood.

"Each line of this programme," writes Madame Kergomard, "is a protest of pedagogic science against routine; it gave a mortal blow to the '*méthode des salles d'asile*.'" For this statement she offers as proof the preface of a detailed programme of studies, circulated by the ministry of education (Jules Ferry) in July, 1882. This preface is so classical that it is here given in full. It says:

"The *école maternelle* is not an ordinary school; it forms the transition from the family to the school; it preserves the affectionate and indulgent tenderness of the family, while at the same time it initiates the child in the work and discipline of the school.

"The success of the directress of an *école maternelle* is, therefore, measured not by the mass of imparted knowledge, not by the number and length of lessons, but rather by the sum of good influences with which the child is surrounded, by the pleasure it feels in the school, by the habits of order, neatness, politeness, attention, intellectual activity it acquires there, as it were, in play.

"Consequently, the directresses should aim to promote to the primary school not so much children already well advanced in instruction, but rather children well prepared to receive instruction. All exercises of the *école maternelle* should accord with this principle; they should favor the development of the various faculties of the child without fatigue, without compulsion or excessive application; they should make him love the school and give him at an early period a taste for work by never requiring of him a kind of work incompatible with the weakness and instability of tender years.

"The end in view, while considering the diversity of temperaments, the precocity of some and the slowness of others, is not to bring all to a certain grade of skill in reading, writing, and arithmetic, but it is that they know well what they may

know, that they love their tasks, their games, their lessons of any kind; it is particularly that they may not have a dislike for those first school exercises, which would so readily become distasteful if the patience, the versatility, the ingenious affection of the teacher did not contrive to vary them, to enliven them, to get from them or attach to them some pleasure for the child.

"Good health; the senses already trained by a series of little games and experiments calculated to educate them; childlike, but distinct and clear ideas on the first rudiments of what will become primary instruction; a start in the formation of habits and tastes on which the school may base its regular teaching; a taste for gymnastics, singing, drawing, pictures, stories; eagerness to listen, to look, to observe, to imitate, to ask and answer questions; a certain power of attention resulting from docility, confidence, and good disposition; finally, an awakened intelligence and a soul open to all good moral impressions; these are effects and results to be asked of the *école maternelle*, and if the child comes from it to the primary school with such a preparation, it matters little whether it has acquired a few pages more or less of the syllabus."

The circular then proceeds to discuss the method to be followed and finds it in the imitation of the method followed by an "intelligent and devoted mother." It condemns "the exclusive following of any special method founded on an exclusive and artificial system;" but, taking from every school its simplest exercises, it "seeks to form a course of instruction and education that may answer all the various needs and call into play all the faculties of the little child. * * * It is a method essentially natural, unconstrained, always open to progress, always susceptible of extension and reform."

These excellent suggestions are followed by detailed programmes, setting forth the things and exercises to be presented to the children in each of the two sections (from 2 to 5 and from 5 to 7 years, respectively) and during each season. These programmes are so simple and thoughtful, so thoroughly adapted to the child's needs, and so happily connected with his spontaneous interests, so wholly free from science-aping, that to this day they may well serve as models for guidance in the work of the infant school and of the lower primary grades.

Yet it seems that, in spite of their simplicity and in spite of the unmistakable distinctness and clearness with which they insist upon their simplicity, the teachers failed to apprehend their spirit. "The children," writes Madame Kergomard, "from 2 to 6 years old remained in our *écoles maternelles* subjected to a system of artificial physical activity fatal to their bodily development, and exposed to prematurely advanced work most injurious to their intellectual development."

This state of affairs led to the formation of a new commission under the presidency of M. Gréard, whose labors culminated in a new decree and programme published in January, 1887. In its programme, this decree laid first stress on physical education as the underlying basis of all education. This is to be attained by means of plays, games, graduated calisthenic movements accompanied by singing, and, lastly, by manual work. The very enumeration of these means proves that the framers of this programme took a broad organic view of physical training, and endeavored to connect it closely at every step with intellectual and moral elements, appreciating the fact that physical training derives its only value from this connection. This is beautifully expressed by Madame Kergomard, who writes: "While playing with his comrades the child learns to live in association with others, his conscience is aroused, the first principles of morals are revealed to him. Without ever hearing a set moral lesson, he learns to understand gradually that he must not be overbearing, or brutal, or selfish, or indolent, that he should love and obey parents and teachers. Day by day he gains in generosity and gentleness, in love of work, in fellow feeling, in kindness. He ought to know these things before he knows how to read and write."

In the second place, the decree lays stress on "the first principles of moral education," and lastly, on the requirements of intellectual culture—a knowledge of common things, language exercises, stories, the first rudiments of reading and writing, as well as of drawing and singing; yet on all these things within narrowest limits and within the child's scope of ready comprehension. At the same time the decree emphasizes the necessity of instructing boys and girls together, confirms the establishment of two sections of children (from 2 to 5 and from 5 to 6 years old, respectively), and increases the number of holidays by adding two full weeks to the Sundays and principal religious and national holidays heretofore granted.

On the other hand, it forbids, in special regulations added to the decree, the keeping of any kind of domestic animals in the rooms of the school, and reaffirms the practice of giving merit cards, which may be exchanged for pictures and playthings, but prohibits the giving of prizes.

A significant paragraph suggests the introduction of small movable oblong tables, each accommodating eight children. "Those honest tables," says Madame Kergomard, "where the child has a comrade on each side and comrades opposite; those good tables, which permit chatting, an exchange of impressions and discoveries."

Unquestionably these tables, together with movable single chairs, and with the Froebel material that must accompany them, will do much to banish the reprehensible "*méthode de la salle d'asile*," and to establish not only Froebel's method, but Froebel's principles, a consummation which seems to be earnestly sought by the leaders of educational progress in this movement.

The subjoined cuts of tables in use before the gradual adoption of the far-seeing suggestion of the decree of 1887 will give an idea how thoroughly schoolish was the first French interpretation of Froebel's thought. Every precaution is taken to isolate the child. Even in the "Model Froebel Table" (Fig. 6), with its quasi social bench, the surface of the table is managed in a way to isolate the individuals and to ostracize every approach to social work. Similarly, the fact that all the children face the teacher excludes all truly spontaneous activity, and renders impossible mutually helpful spontaneous interest on the children's part. A glance at these tables will satisfactorily explain Madame Kergomard's enthusiasm in favor of the "honest" oblong tables that will accommodate 8 children at their four sides.

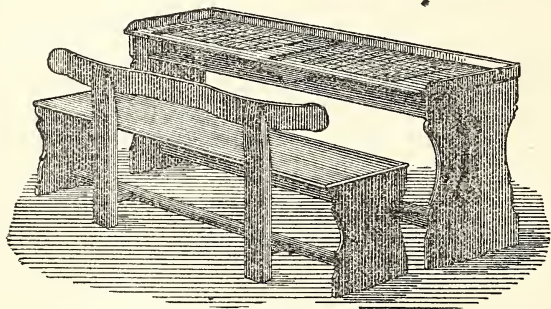


Fig. 4.—The "Little Beginner's" table.

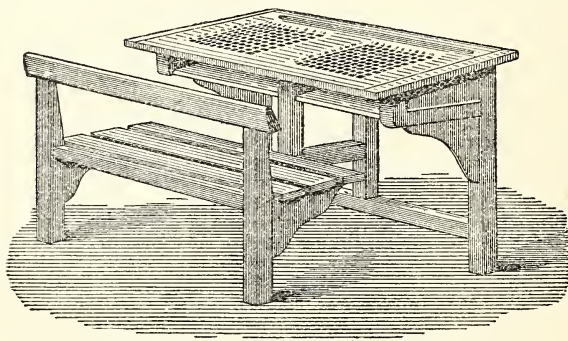


Fig. 5.—"École Maternelle" table (Paris model).

Another achievement of this decree is the final practical abandonment of the "*école enfantine*." These schools were the outgrowth of a practice of sending children to school before the age of 6 years. In the course of time these younger children were gathered in special schools, which, without assuming the unpopular name of *salle d'asile*, followed many of its practices.

A ministerial circular of 1882 fixed the age of admission to these schools between 6 and 8, and gave them the character of transition schools between the *école maternelle* and the primary school. For smaller communities that have no *école maternelle*, the circular authorized for children between the ages of 5 and 8 the establishment of the *classe enfantine* in connection with the primary school.

The decree of 1887 abandons the *école enfantine* as coinciding with the *école maternelle*, but retains the *classe enfantine* for children between the ages of 4 and 7, and requires that their programme be in conformity with that of the older section of the *écoles maternelles* as well as with that of the elementary course of the primary schools.

In the selection of teachers for the *écoles maternelles* much care is exercised. No one is admitted to the examination for the certificate of fitness before the age of 18, and without a certificate of moral character and others showing where she has resided and what occupations she has followed for at least three years previous to her application. The examination itself is quite strict, calling for skill in orthography, penmanship, arithmetic, the writing of letters and simple essays, reading, drawing, and singing, as well as for a fair knowledge of the principles of moral education, literature, grammar, geography, the history of France, the elements of natural history, and of hygiene. Written and oral tests on these subjects are supplemented by practical tests in some *école maternelle*, which the candidate may visit for two days previous to the tests. In these the applicant fills during one portion of the session the office of directress, and during another portion that of subdirectress.

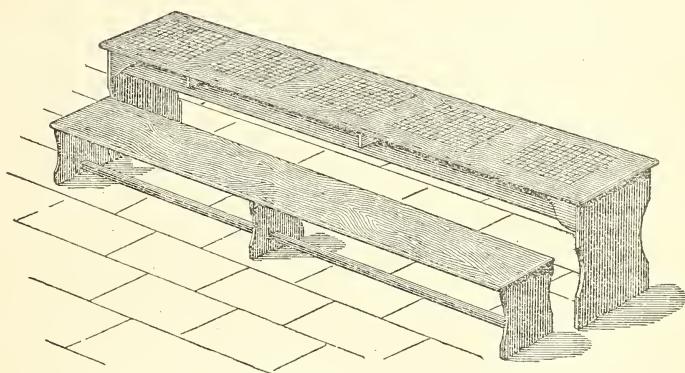


Fig. 6.—“Model Froebel table.” (The benches, if desired, may be furnished with backs.)

Still more is required of the general inspectresses. These must be at least thirty-five years of age; must have taught at least five years, and be provided with a license to teach in the superior primary schools, with a certificate of pedagogic fitness and a certificate of fitness for the inspection of *écoles maternelles*. The latter requires the writing of a satisfactory essay on some subject of pedagogics as applied to these schools, an essay on their hygiene, oral tests on the same subjects and on questions of legislation and administration concerning these schools, as well as a practical test, consisting in the actual inspection of some *école maternelle* and an oral report thereon.

The law provides also for department inspectresses; but very few departments have availed themselves of this provision. It is claimed that this is due chiefly to the unpopularity of female supervision. Yet the hand of woman—or rather her head, rendered so clear in all that pertains to education by the love she bears to childhood—is the one prominent and unfailing factor in the development of these remarkable schools. However, this unpopularity is steadily yielding before the luminous and fearless enthusiasm of general inspectresses, such as Madame Thomas, née Matrat, and Madame Kergomard, who rank among the foremost educational forces of France.

In order to secure satisfactorily prepared teachers for these schools, an *école maternelle normale* was created by a public decree in Paris in 1848. The courses of study were short enough—only four months. Their purpose was “to complete the elementary instruction of the students, and, particularly, to teach them to direct the *écoles maternelles* in the spirit of the Republic.” The special programme for this school was decreed in the following year, and Mademoiselle Pape (later Madame Pape-Carpantier) was made directress of the school. In fact, however, the school had been established by private philanthropy in 1847, and Mademoiselle Pape, who had distinguished herself as a thoughtful writer on the subject of the *salles d’asile* and as a successful directress of *salles d’asile* at Mans, had been called to its direction at that time. In 1848 and ’49, the Government assumed control of this school and continued Mademoiselle Pape in its direction.

In 1875 the two annual courses of four months each were united in one course. In 1878 it received the name *École Pape-Carpantier*; and in 1882 its duties were transferred to special normal courses established in connection with the normal schools for lady teachers (*écoles normales d’institutrices*) in the various departments of the Republic; and the *École Pape-Carpantier* received the special charge of preparing directresses and professors for these normal courses.

In the normal courses of the department normal schools the programme embraces "a course of general instruction bearing on the work of the first year in the maternal schools, a course in pedagogics, and practice teaching in the maternal school annexed to the institution." In the École Pape-Carpantier the programme requires a course in psychology and ethics as applied to education, a course in critical history of pedagogic doctrines, with special reference to the education of earliest infancy, various courses on the subjects taught in the department normal courses of the *écoles maternelles*, model lessons and practice exercises in the school itself as well as in the *écoles maternelles* and in the *classes enfantines* instruction concerning the legislation and administration of maternal schools and infant classes.

An important decree of 1884 added a new triumph. It requires the establishment of an *école maternelle* in connection with every normal school for lady teachers, in order to enable every teacher to form an estimate of their character and value, to enable her to study child-nature within wider limits, and thus to protect her from the snares and pitfalls of a narrow empiricism. A similar wisdom has induced many of the normal schools in our own land to establish kindergartens in connection with their practice schools; and there seems to be little doubt that this measure, affording rich opportunities for the direct observation of growing childhood, does much to banish from the schools the evils of mere lesson-giving and equally much to establish a truly educational practice in our primary schools.

One of the most charming features of the *école maternelle* is the warm meal which it secures to every child at noon. A quite full account of this excellent custom will be found in Mademoiselle Hardy's account of "A Day in the Maternal School," appended to this statement.

On the whole, indeed, in spite of repeated legislative attempts to emphasize the educational character of these schools, they still continue to be conducted largely as charitable institutions. There is no better proof of this than the "conclusions" of Madame Kergomard in her monograph on "*Les Écoles Maternelles*." Here she declares them to be "absolutely indispensable in large cities and industrial centers;" she would render them "obligatory for neglected children;" she would require "the daily attendance of children whose mothers work daily and all day away from home;" and would have them receive "other children during the hours when their mothers can not take care of them." She would also have them (notice the significant term) "give hospitality during the hours of recreation to children who have neither brothers nor sisters." Finally, in comparing the maternal schools of France with the infant schools of London, she points with special pride to the fact that in the former the children "found at least warm meals to strengthen their poor little bodies, and warm caresses to comfort their hearts."

Somewhat different conclusions are reached by Mademoiselle Matrat (Madame Thomas) in her *Histoire de l'Éducation Enfantine Publique*. She finds that the *école maternelle* such as the superior council had in mind, exists only in eight or ten large cities; that elsewhere it has not displaced the *salle d'asile* (see Appendix).

She shows that public statistical reports on this subject are misleading. These report, in 1889, 3,700 public institutions of this character,¹ distributed in 2,000 communes, and receiving 600,000 children. Mademoiselle Matrat shows that, because of certain peculiarities of registration, this number should be reduced to 350,000, and that of these, even in the good season, only 280,000 actually attend school. In addition, she points out the fact that while these reported schools are distributed in 2,000 communes, there are 31,000 other communes without public *écoles maternelles*. She concludes, therefore, that the services rendered by the *école maternelle* are of a local character, and belong to exceptional situations, and do not justify the efforts and sacrifices made in their behalf.²

While, therefore, she would let actual asylums for little children continue to exist, she would not create new ones at public expense; she would give up the attempt of "making the education of all little children a public, uniform, and universal affair;" but would rather organize in a general way the education of these children by the family.

In order to accomplish this, she would, in the first place, modify the school programme for girls. She would teach them less about the battles and treaties of the

¹ The official report of 1886-'87 enumerates, in addition to 3,597 public *écoles maternelles*, attended by 543,839 children, 2,493 private ones, attended by 217,583 children.

² This conclusion seems rashly taken. France, during the current century has gone through many revulsions unfavorable to the development of educational interests. Lorain (*Tableau de l'Instruction Publique*) reports in 1837 that rural schools in summer were usually empty; that parents even refused offers of money to send their children to school, claiming that they could not spare them from the fields. In one commune of 128 children, the municipal council refused to establish a school because the money was needed to build roads. In some departments only 7 per cent, in others only 4 per cent, had schools. Under such circumstances many generations would be required to enable the people to appreciate the benefits of education, and probably the *école maternelle* would be the last to find favor. In our own country the primary school is still in many sections much neglected, and the kindergarten will remain a beggar for years to come. Yet it would be rash to argue from this that these institutions are not needed.

Middle Ages, less about political economy and fractions, but more about hygiene and the treatment and education of little children, more about sewing and the fitting of garments; she would pay more attention to drawing, and instruct the girls in every technical and industrial handicraft which does not call for great physical strength.

She would then—just as now mothers who nurse their children themselves receive assistance from the state—remunerate mothers, in all cases where poverty demands this assistance, for whatever loss they may sustain by educating their children at home until the age of five.

"However," she continues, "as the child needs companions, as the mother is compelled now and then to leave the house, let all communes—great and small—establish, instead of the excessively expensive *salle d'asile*, a children's garden, a garden in the plain French meaning of the word, with a playroom for rainy days, a garden which will serve as the Tuileries of the children of the people."

Even in the absence of her special reservation on this score, it may be doubted that in Mademoiselle Matrat's mind these "children's gardens" had anything in common with Froebel's kindergarten or child-garden. As previously indicated, French educators see in Froebel only the inventor of a new *méthode*. They rarely rise to an appreciation of underlying principles; and when Froebel, in the contemplation of the infinite responsibilities of his work, fails to find clear and definite utterance for the thought-emotions that fill his being, they set him down as a half-learned mystic whom it would be folly to follow.

This may be largely due to the fact that Madame Marenholtz, who brought Froebel's message to Paris in 1885, under the pressure of circumstances laid great stress on Froebel's *méthode* as distinct from that of the *salle d'asile*, labored to introduce it in the *salles d'asile* which were already established, and in her publications emphasized the charitable and industrial application of the kindergarten.

Compayré, strangely enough, stamps Froebel as the originator of the *salle d'asile*, which, as we have seen, is a distinctly French interpretation of an English enterprise, and—even in its French dress—of much earlier date than the kindergarten. He gives Froebel credit for tenderness and nobility of sentiment, and for a certain degree of insight into "the instinct of the child," as well as for ingenuity in "systematizing" the children's plays; but he has little patience with the persistence with which Froebel insists on respect for the child's spontaneity and freedom, and with what he is pleased to call Froebel's "habitual symbolism" that sees in the child "a living pledge of the presence, goodness, and love of God." Froebel's faith in the omnipresence and omnipotence of a Creator who has indelibly and unmistakably impressed himself on all manifestations of universal being is to Compayré a vague pantheism, and in Froebel's wonderful stroke of genius which taught him to lead the child to see all things, however varied, in the light of the three fundamental forms (cube, cylinder, ball), Compayré sees an attempt to "begin with the abstract in order to arrive at the concrete," as if Froebel meant to dogmatize on these forms instead of using them as mere types which aid the child in apprehending the deeper similarities of things.

Subsequently, however, he seems to have reconsidered this judgment; for in a later work he applauds Froebel for the Pestalozzian spirit in which he develops before the child's eyes successively the marvels of the six gifts, exhibits to his view concrete objects, such as balls of colored worsted and geometrical bodies, and teaches the child to discern their solidity, form, and substance.

Madame Matrat finds in "*la méthode Froebel*" much exaggeration of details, much tedious ado about self-evident matters, a confusing medley of geometrical terms, and at the very heart of the system a certain mysticism. All of these things she deems ill-suited to the French mind; they account, therefore, in a large measure for the little favor the "*méthode*" has attained in France.

Even more is made of this want of adaptation on the part of the *méthode Froebel* to the "French temperament" by M. Delon, who, together with Madame Delon, did much to introduce some of Froebel's devices in France. In a letter on this subject, which M. Delon had the kindness to address to me in April, 1890, he writes:

"It was, indeed, I who, in 1872, introduced in France the Froebelian method. A few attempts had been previously made, but had failed of success, because the zealous persons who had undertaken to introduce among us a method of German origin had tried to import it, such as it was, without any change. Nearly all of these were ladies charmed with the feminine and sentimental side of the system. They took no account of the changes needed in order to adapt the method to the other customs, other ideas, other temperaments—a different race."

Under the auspices of an association of ladies "familiar with the tendencies of the modern mind and who understood that, while there are in Froebel some things worthy of approval, there are others that must be rejected," M. and Madame Delon studied the question and visited kindergartens in Switzerland, Belgium, and Germany. On their return they were empowered to open a small experimental school, based on their interpretations, in connection with the school of which Madame

Delon was directress. Two years later, however, Madame Delon died, and the experiment was discontinued.

On the other hand, a course in general pedagogics together with a special course on the "Froebelian method" had been organized at the same time by M. Delon, and has been continued by him to this time. This course is attended annually by "twenty young women or girls, who are teachers or prepare themselves for the work."

In writing of his modifications of the "Froebelian method" M. Delon says: "Froebel, although infinitely ingenious, unfortunately lacked erudition. I felt that it was necessary to supply for the education of earliest childhood a firmer basis, and one more in keeping with the scientific spirit of modern society. For this reason I began with the establishment of the synthesis of the method of education and instruction on a scientific basis, at the same time excluding the mystic element and the excessive symbolism brought into it by Froebel, and even exaggerated by the women who continued his work. Not that I excluded sentiment and poetry, but I purposely confined myself to the poetry of nature and of life, avoiding the reveries of a symbolism which is inaccessible to children. Nature, human labor, family life, home affections, human sympathy seemed to me to be the only sources of a true and living poetry."¹

From another point of view, he first made a sharp distinction between the method and its devices, then between general devices and special Froebelian devices. The general devices correspond with those of the intuitive method in its general features, a method in which the child is taught by means of observation and work and which is typified in the object-lesson (*leçon de choses*).

With reference to the special Froebelian devices he claims to have shown that they were and could be only special cases of some general device, distinguished merely by certain forms and certain details; that, indeed, all these special devices (the exercises with the cubes, prisms, sticks, rings, etc.) together constitute an intuitive study of geometry and an introduction to the intelligent construction and realization of geometrical forms. "Consequently," he continues, "I have grouped them all around the most important exercise of the series, the one exercise which represents the general thought most clearly, viz., drawing. I connected all these exercises, not exclusively, but principally, as a gradual introduction to drawing, or as a variation of drawing."

It is scarcely needful to add another word in order to show how little Froebel is understood by his French disciple. Froebel's constant effort, even in his plays with the gifts, to lead the child to a more intelligent observation of the things suggested by the plays; his constant endeavor to insure clearer thought and more definite thought-expression; his constant aim to lead the children with the help of those plays to see more fully and to appreciate more reverently as well as more lovingly the relations of things to life; and—most of all—his unceasing endeavor to develop and strengthen in the children through these plays, in addition to a growing sense of individual power, a correspondingly increasing sense of social responsibility, of duty to man and to God—all this is overlooked, and nothing remains but a little Pestalozzian knowledge-getting and a new way to teach drawing.

¹ M. Delon gives us illustrations in his *Lectures Expliquées* of the poetry of which he approves for early childhood. These consist of a number of dictations to be given to the children and followed by explanations of certain portions of the dictation. I take one of them at random; it is entitled "The Moth," and reads as follows:

"O moth, pretty little moth with velvety wings, more delicate than the leaf of a rose, lighter than the feather carried away by the wind, little capricious, roving thing! Flutter about in the dusk of the evening, drink the dewdrops on the leaves, skim over the water of the pond, graze with thy wings the eaves of the house, rest thyself on the flowers of the garden or upon the white walls which the moon lights up. Go, come, free as the bird; roam, dance, and whirl; but beware of the owl and her glistening eyes; beware, above all, of the treacherous flames that give us light in the evening." "One day the window was open, the lighted candle was on the table. The moth, outside, perceived it. Did he mistake it from afar for a star? He flies towards the light; he enters the room." "Alas! little foolhardy pet who playest with danger, who lovest whatever burns, little dotting moth who fliest towards all shining things, pet moth beware!" He flies about the candle flame; he passes to and fro, flies away and returns; frightened, then dazzled, whirling nearer and nearer, drawn by the flame, so near that he burns the tip of his wing. And, then, it is over, one more turn, then two others, and he rushes into the middle of the flame, a slight sudden flash, a rustling sound, a little smoke, it is all over." "Alas! alas! poor little moth!"

This is followed by a little oral treatise on moths, informing the little child that they are insects; that they have a head, a thorax, and an abdomen; that they have six legs; that they undergo metamorphoses, and so on, the entire science somewhat boiled down.

In the first paragraph of another piece the oak has been felled, its wood is prepared for the stove. The second paragraph gives the history of the tree from the acorn up through a hundred years. The third paragraph enjoys the heat of the burning wood, enjoys seeing the forest tree compelled to return to us in the bottom of the furnace the heat and the light which a hundred summers ago, under the blue heavens, it took from the sun." This is followed by learned disquisitions on the chemistry of combustion, not hesitating to disclose to the little child the atomic composition of its products, carbonic acid and water.

We leave those who are familiar with Froebel's Nursery Songs to judge on whose side lies the true poetry, and which will kindle a bright light in the child's soul—Froebel's "mysticism" or M. Delon's learned mystifications.

Even M. Gréard, to whom Mademoiselle Matrat assigns the honor of having authorized the first experiments with the "*méthode Froebel*" (see page 729) and who is a most thoughtful and earnest lover and student of childhood, fails to reach the heart of the kindergarten. He recognizes correctly enough that Froebel in his play-work with the child appeals to the child's instincts of inquisitiveness, of activity, and personality, but sees the work wholly in its relation to intellectual development and ignores its influence on the development of the moral and social nature of the child and its bearings on the humane and religious tendencies.

THE PUBLIC ÉCOLES MATERNELLES OF PARIS.

From the official report of M. Duplan, subdirector of primary instruction, the following account of these schools is culled:

The public *école maternelles* of Paris are organized virtually on the basis of the decree of August, 1881, which would transform the *salle d'asile* from a purely charitable institution into an *école maternelle* with definite purposes of instruction, a special programme, and peculiar methods of procedure. It is claimed that Paris has been able to accomplish this transformation more completely than other parts of France. In proof of this, the official regulations, time-table, and programme are adduced. (See Appendix B.)

The essential points of transformation are—

(1) The definite separation of the children into sections in accordance with their age and degree of intellectual development. There are three of these sections, comprising, respectively, children of 2 to $3\frac{1}{2}$, $3\frac{1}{2}$ to 5, and 5 to 7 years old. In the former *salle d'asile* all the children were united for purposes of occasional purely oral instruction in a single room and seated on an amphitheatral estrade. During the greater part of the day the children played as they pleased, under the supervision of the teacher, in the play-room or in the open court. In some cases efforts were made to teach the children in groups according to age, but this expedient proved quite unsatisfactory. In the *école maternelle*, the children are divided definitely into groups not exceeding fifty children, and each group is under the direction of its own special teacher.

(2) The consequent establishment of three classrooms, and the gradual abandonment of the amphitheatral estrade.

(3) The provision of furniture, seats, and tables, which enable the children to practice drawing, writing, and to do manual work with kindergarten material. In this direction there is a gradual development from the double-seated school desks, with the children facing the teacher, to the movable kindergarten tables and chairs.

(4) The definite introduction of Froebel's occupation material, and consequent efforts to instruct the teachers in the intelligent use of it by means of conferences conducted by the inspectresses. All new teachers are required to be proficient in the use of the new methods.

In order to enable the teachers to carry out the plans of the administration, the city places at their disposal an extensive list of books and school apparatus from which they may choose freely to the extent of 1 fr. 40c. per pupil and per year.

Concerning the specific subjects of instruction, the following facts are of interest: The greatest difficulties are encountered in the teaching of reading; "the phonetic alphabet is too abstract to enable the children to understand readily that a certain letter or group of letters form a symbol suggesting a certain sound." Consequently the teaching of reading has been combined with exercises in writing. At first the child learns to imitate the forms of letters with the help of sticks; he then learns to reproduce these forms on his slate, and during the latter part of his stay in the *école maternelle* he is permitted to write on paper. As a rule, at the age of six or seven, they read and write passably well.

Arithmetic is taught within the limits of counting from 1 to 100 and from 100 to 1,000 with the help of balls, sticks, eubes, etc. At the end of the school period the multiplication table is learned, and some very rudimentary notions of the metric system are given.

Geographical notions within narrowest limits afford much satisfaction; but history, inasmuch as it deals with facts beyond the children's horizon, seems to offer much difficulty.

Singing gains in the measure in which the teachers gather musical knowledge and skill for themselves. In the use of the Froebel games some restrictions are imposed by the lack of space. The free gymnastic movements which are used in all the schools seem to have little interest for the children, and the ordinary gymnastic apparatus is excluded because of the dangers its use involves.

This portion of M. Duplan's report closes with an account of a regulation day in a maternal school, which we translate in full:

"At half past 6 in summer, and at half past 7 in winter, the school is opened, the *femme de service* is at her post, the fire is burning if the weather requires it; everything is in its place.

"The teacher on duty is the first to enter; she has to receive the children and to supervise them. Until 9 o'clock the children as they arrive are gathered in the court in fine weather, in the playroom in unfavorable weather, and play freely.

"At 9 o'clock all the teachers are at their posts; at the signal given by the directress, silence reigns and the children group themselves in classes.

"From 9 until half past 9 the inspection for cleanliness takes place and the children are led to the closets; finally, at half past 9, they enter the classrooms singing.

"The next period lasts until half past 10; for an entire hour intenseness of thought! Care is taken, therefore, to vary the exercises; a little reading and writing, object lessons, and language exercises. After each exercise songs and marching around the class room. Thus the hour passes rapidly and the fifteen minutes recess which follows suffices to relax the fatigued little minds.

"At three-quarters past 10 the work is taken up again, varying each day. At one time the teacher tells instructive and moral stories, at another time she takes up geography.

"At half past 11 the hour for luncheon has come. The children eat what they have brought or what the school fare furnishes them. Then they play.

"At half past 1 the work begins again as in the morning, with reading and language exercises. At 2 o'clock follow arithmetic or singing, alternately, for thirty minutes.

"From half past 2 to 3 o'clock the little ones play in the playroom or in the courtyard, while the larger children are engaged in gymnastic exercises.

"From 3 to half past 3 o'clock, drawing and manual work. Well handled these exercises are a veritable recreation; so that the lessons (in morals or hygiene, or in natural history) which follow from half past 3 to 4 o'clock find the children's attention still bright.

"After 4 o'clock the children play in the courtyard or on the covered play ground, awaiting the arrival of their parents, who are to come for them. Very often an older brother or sister, themselves pupils in the adjoining primary school, are charged with this care, and thus spare their parents a disturbance prejudicial to their daily work.

"At 6 o'clock the last children have left. The doors of the school are closed. The child will return the next day, happy to find again the comfort and the vigilant attention which this truly maternal house offers to him."

The personnel of the *écoles maternelles* of Paris consists of directresses, sub-directresses (or assistants), and substitutes, who take the places of absent teachers. In addition, each school has one or more *femmes de service*.

In point of requirements the teachers are on the same footing with primary teachers. They must be provided at least with the *brevet élémentaire* (elementary license).¹ Besides, those who would aspire to the position of directress need the certificate of pedagogic aptitude.² Again, since 1886, the applicant must not be connected with any religious order. The personnel may be recruited from among the pupil teachers of the Normal School of the Department of the Seine who have finished a three years' course; from among the pupils of a private school "*Cours Normal des Écoles Maternelles*,"³ subsidized by the minister of instruction and by the city of Paris; and from among other candidates who have prepared themselves independently for the work of teaching. In 1888, out of 430 teachers of maternal schools in Paris, 35 had been furnished by this private "*cours normal*," the remainder had prepared themselves for the work independently. Their salaries are the same as those of teachers in primary schools for girls, and reach for directresses from 2,750 to 3,450 francs, and for assistants from 1,500 to 2,500 francs.

In addition to the teachers each *école maternelle* has a doorkeeper (*concierge*) and one or more *femmes de service*. The latter receive a salary of 800 francs.

In 1888 Paris possessed 127 public *écoles maternelles*, seating 22,879 children. These places are more than filled by 25,700 registered children. In addition to these there are 5,177 "expectants" waiting for vacancies. For the accommodation of these, in so far as they are unable to pay the fees of private maternal schools, funds have been created to pay these fees for them. However, the funds secured were sufficient for only 745 of these children.

In 1877 Paris expended for her public maternal schools 2,147,000 francs; in 1888 she

¹ This implies a somewhat rigid examination in orthography, punctuation, penmanship, composition, arithmetic, free-hand drawing, gymnastic exercises, needlework, reading (with comments), grammar, national history, civics, geography, singing, natural sciences.

² This implies an essay on an educational subject chosen by the inspector of the academy, a day's teaching in accordance with a programme furnished twenty-four hours in advance, an oral examination on a variety of practical matters.

³ This school was founded in 1882 by the State on the initiation of a society for the study and propagation of the new methods in infant schools (*Société des Écoles Infantines*). Since 1885 the management of this school is in the hands of the society, under the supervision and control of the State. The course lasts three years.

expended 3,606,000 francs, an increase of 1,459,000 francs or 68 per cent. This amounts to 140 francs annually for each registered child.

A significant fact, proving the popularity of these schools among educated classes, as well as the democratic spirit of the French people, is brought out in a table exhibiting the callings of the registered children. This shows that the liberal professions are represented by 533 children; the public functionaries by 1,671; commercial employés by 3,289; merchants and manufacturers by 2,305; workmen by 15,755; servants by 1,139; undetermined, 928 children.

The report justly looks upon this table as a proof that the *école maternelle* has permanently lost its purely charitable character and is more and more universally looked upon as a desirable educational institution.¹

APPENDIX A.

The following account of "A day in the Maternal School" has been kindly furnished me by Mademoiselle Marie Hardy, subdirectress of the *école maternelle*, 94 Rue du Point du Four, at Paris. It affords a charming view of the inner life of these institutions:

"Our school is situated in one of the pleasantest and healthiest quarters of Paris. Well built and of smiling aspect, it affords every opportunity for the care of little children.

"The class rooms are large, well lighted, and cheerful. The reception hall² in which the children eat their meal is spacious and gives access to the play ground. Planted with large and beautiful trees, which, in spite of their dense foliage, admit air and light, this play ground is at once entertaining and instructive. Entertaining because here the children engage in their merry games, and instructive because it possesses a plat, band, or border in which Mademoiselle Blanvillain (the directress) every year, in order to please the bigger children, has them sow wheat, rye, barley, oats, hemp, and flax. These plants, which the children are pleased to watch in their growth, furnish topics for interesting and profitable lessons.

"As the useful should be united with the agreeable, a number of blooming plants surround the border, planted in boxes and in pots. It is difficult to imagine the care and attention the children bestow on their little garden. The largest ones water the plants and weed the beds, and if, accidentally, one of the smaller children would touch a plant, they quickly interfere, though with much gentleness and politeness.

"Last spring when there were many violets, Mademoiselle Blanvillain, in order to please the older children, gave them permission to gather each a little bouquet of a limited number of flowers and leaves. It is impossible to describe the joy of all these children. In a short time all had adorned themselves with these bouquets, yet not one had taken one violet more than his comrades. This, however, ceases to be astonishing when one remembers the lessons of morals which we give daily and in every connection, and in which we seek to inculcate a sense of diligence, of honesty, and duty.

"If I have laid so much stress on the arrangement and charms of our school it was done in order to show that our dear country is concerned not only with efforts to enlighten and increase the intelligence of her children, but would procure them all necessary comforts and pleasure like a loving and devoted mother.

"Yesterday, at 7 o'clock, the school was opened and children began to arrive, each bringing a small basket with provisions, such as bread, some beverage, and dessert for the noon meal. On their arrival they handed to one of the teachers 2 sous which an ever watchful mother had carefully wrapped in a piece of paper or tied in a corner of the handkerchief. They received in return a copper check, furnished with a string; this they fastened themselves to their baskets. For the 2 sous the children received food, varying each day, and suited to the season. Yesterday the bill of fare consisted of beef broth, beef, and preserved fruit. After handing over their money the children went to play freely in the courtyard, waiting for the opening of the class room. (In winter they wait in the reception hall (*préau*), and one of the teachers has them sing or go through with some movements suited to their age and power.)

"At half past 9 they were called into the *préau*, where each teacher inspected her respective pupils with reference to their cleanliness. Then they entered the class room, marching in step and singing, in order to begin the day gaily and their work with zest.

¹In the *Révue Pédagogique* of December, 1889, Madame Kergomard says that there are many localities where the mothers of from 50 per cent to 80 per cent of the children who attend the *école maternelle* could keep their children at home without inconvenience to themselves. In some cases this percentage rises even higher, as at Cahors, where of an average attendance of 330 children there are not ten whose mothers work away from home, there being no factories in that city and scarcely any indigence.

²*Préau*, originally a covered play ground, has gradually come to be a combination of vestibule cloak room, eating room, toilet room, and assembly room. Frequently, indeed, these various departments are separated from each other by partitions, breaking up the original *préau* into several rooms.

"Quickly to work, now; time is precious, was exclaimed. The younger ones read at the blackboard, the more advanced studied a lesson from a book. At 10 o'clock the books were put away; the time for writing had come. Each child took from its little compartment a slate and pencil, and copied as faithfully as possible the letters written on the blackboard by the teacher, while she passed through the ranks encouraging some, writing model letters for others, correcting bad postures.

"At half past 10 all the slates were put away. At a given signal the children formed in ranks, and singing marched out to the playground. One might have taken them for a flock of sparrows set at liberty; for whoever has worked well can play vigorously, and this our young pupils never fail to do.

"At 11 o'clock the whistle was sounded, the children again formed in ranks, and returned to the classroom for a new lesson. It treated of the human body in general and of its different parts. I asked many questions and did all I could to enable the children to find the answers in order to stimulate indolent intellects. After explaining everything, I had two children repeat all that had been said. Then, as nothing should be left undone to lift the soul of the children to Him who is Father of all, I showed them how grateful they ought to be to God who endowed us so perfectly, and that in order to thank Him it was our duty to take good care of our body and to preserve it in health and cleanliness.

"This lesson closed at half past 11, and with it the work of the morning had reached its close. The children left the room and were conducted to the closets. Subsequently those who take their meals at the school returned to the *préau* in line for their meals. Here they assembled around the tables, on which are arranged bowls with soup. During the meal two hired women busied themselves helping the little ones. After the soup each child was given a piece of meat and a piece of bread covered with fruit preserves. A special school fund, called *caisse des écoles*,¹ renders it possible to furnish indigent children the same food as their comrades, and without pay on the part of their parents.

"At half past 12 the meal was over; the children went to the playground, where the children take up and abandon a great variety of games with the fickleness characteristic of childhood. At half past 1 they reassembled in the *préau*, they were inspected as to cleanliness, and then entered the classroom in order.

"The arithmetic lesson was taken up. After a few very simple operations in addition and subtraction the teacher gave them some easy problems on things with which the children are familiar, or which were before their eyes. These they are expected to solve mentally and as promptly as possible. Like all the others, this lesson occupies thirty minutes. Subsequently they resumed their readers and carried on the exercise in the manner of the morning lesson.

"At half past 2 the children again returned to the playground and resumed the interrupted games. This short recreation of only about thirty minutes sufficed to relax the muscles and to relieve the attention of the children. At 3 o'clock a new lesson, this time of manual work, was begun. The children make paper sailboats, and many succeed quite well in their simple foldings and cuttings, which not only render the hand more nimble and skillful but develop the taste of the children.

"After some short exhortations concerning the work and the conduct, the distribution of "good points" took place. All who were prominent by their application and good conduct received good points.² At the close of the month they will receive in exchange for them rewards or prizes, such as playthings, books, pictures, etc.

"At the stroke of 4 the children who go home alone were dismissed in line, furnished each with his basket.

"Those who have to wait until some one calls for them remained in the *préau* under the supervision of one of the teachers, who is expected to remain until 7 o'clock in summer and 6 o'clock in winter.

"Such is the day for the older ones. The little ones have but one hour of work in the morning. During this time the teacher has them read in a singing voice a few letters; then she has them talk. Yesterday they repeated a short fable, entitled 'I have the cross.' This very simple and very short piece is readily learned.

¹ The *caisse des écoles* originated in 1849 in associations formed by some companies of the national guard in some Parisian quarters for the purpose of aiding in the education of poor children. In 1867 these associations were legalized, and the law of 1882 rendered them obligatory in every commune. The revenue results from assessments, gifts, legacies, and the like, and in some cases the state aids these funds directly. They furnish indigent children not only with clothing, books, school material, and money, but rewards and prizes. They aid not only in the school meals, but in the outfit of school cadets and of vacation trips and of school colonies. In 1875-76 in Paris and the Department of the Seine the receipts of these institutions amounted to 343,500 francs, and in 1887-88 to 1,030,800 francs. Surely this is a public charity, administered in a manner most commendable and worthy of imitation. I would call the attention of our patriots who would leave all such matters to the school boards to this example.

² On the other hand the only punishments permitted by law are exclusion for a very short time from work and common games and withdrawal of "good points."

"In the afternoon they practiced cutting (*découpage*¹) and some children obtained very pretty designs.

"During the remainder of the time they went through with some very simple exercises of the limbs; they sang and took part in a number of pleasing games arranged by the teachers."

APPENDIX B.

OFFICIAL TIME TABLE OF THE ÉCOLES MATERNELLES OF PARIS.

| | | |
|---|----------|--|
| 9 | to 9:30 | Inspection of cleanliness. Conducting the children to the closets. Entering the classroom. |
| 9:30 | to 10:30 | Reading, writing, and language exercises. |
| 10:30 | to 10:45 | Recreation in the classroom and children's games. |
| 10:45 | to 11:30 | Monday, Tuesday, Wednesday, and Friday, } Anecdotes, stories, biographies from national history. Stories, accounts of travels, notions of geography. |
| | | Tuesday, Thursday, and Saturday, } Notions on common things. (<i>Leçons de choses</i> .) |
| 11:30 | to 1 | Leaving the classroom, luncheon, and recreation. |
| 1 | to 1:30 | Conducting the children to the closets, to the wash room; return to the classroom. |
| 1:30 | to 2 | Reading and language exercises. |
| 2 | to 2:30 | Monday, Tuesday, Thursday, and Friday, } Arithmetic. |
| | | Wednesday and Saturday, } Singing lesson. |
| 2:30 | to 3 | Recreation on the playground. Gymnastics. |
| 3 | to 3:30 | Monday, Wednesday, and Friday, } Drawing. |
| | | Tuesday, Thursday, and Saturday, } Manual exercises; cutting, folding, and weaving. |
| 3:30 | to 4 | Monday, Wednesday, and Friday, } Short lessons of morals and hygiene. |
| | | Tuesday, Thursday, and Saturday, } Natural history; notions about animals, plants, and minerals. |
| 4 o'clock. | | Dismissal and surveillance on the playgrounds. |
| N. B.—Marches and evolutions are carried out rhythmically and with song accompaniments. | | |

APPENDIX C.

Working programme of the Paris Écoles Maternelles.

| Subjects. | First section (children 2 to 3½ years old). | Second section (children 3½ to 5 years old). | Third section (children 5 to 7 years old). |
|--------------------------------------|--|--|---|
| First principles of moral education. | Individual observation of the characters; attentive surveillance of each child; affectionate care; good habits instilled by example. | Familiar talks. Little stories, as much as possible with the aid of pictures; small explained pieces of poetry. Notions of duty, love of work. (Use the thousand incidents of school life to teach the child what is right and what is wrong.) | Same as second section. Appeal to the child's moral sentiment. Scrupulous care in reprimands and rewards. Inspire horror of tale-bearing and lying. Duties of the children: Respect for all living things (not to torment; not to destroy). |
| Language exercises | Show objects to the children; have them name them. Watch the pronunciation (objects before the children's eyes, and serving for clothing, food, etc.). Do the same with simple pictures. The language exercises are connected with every part of the teaching. | Have the children speak as much as possible; ask them, induce them to ask questions on all subjects. Short memory exercises; songs with words; very simple, explain them carefully. | Same as second section. Very short stories or readings by the teacher; retold afterwards by the children. Have them form short phrases, write them on the board after their dictation. Oral review of the object lesson. Correcting their language without injury to their good nature. |
| Object lessons | First training of the senses by means of little exercises: day, night, colors, forms, odors, sounds, flavors, temperatures, weights, dimensions. (Measuring exercises with the sticks in preparation for drawing.) | The same, more extended. Analysis of objects of different elements. Excite the interest and curiosity of the children. Lead them to look to observe their surroundings. | Very rudimentary notions about the human body; simple rules of hygiene; simple comparative study of the animals the child knows; plants, stones, metals; some plants used for food or in the industries; stones and metals in general use. Air, water (vapor, clouds, rain, snow, ice). |

¹An exercise similar to our "cutting and pasting." Square papers are folded similarly, but, at first torn carefully in the folds instead of being cut with scissors. The central figure only remains as a result of the work, the rest is thrown away.

APPENDIX C—continued.

Working Programme of the Paris Écoles Maternelles—Continued.

| Subjects. | First section (children 2 to 3½ years old). | Second section (children 3½ to 5 years old). | Third section (children 5 to 7 years old). |
|----------------------|--|--|--|
| Drawing..... | <p>The teacher makes on the network of the blackboard combinations of straight lines which the children reproduce on the network of their slates. They will then from their drawings try to construct flat imitations of the same combinations by means of slats and sticks.</p> | <p>The teacher draws on the black board straight and curved lines, carefully graduated, which the children copy on their slates. They then reproduce from memory the same designs with slats, sticks, and rings. Some of these combinations will have the form of mosaic patterns and may be executed with colored crayons, taking care, however, to use only primary colors (black, red, blue, yellow).</p> | <p>Short object lessons, always with the objects before the eyes and in the hands of the children.</p> <p>Familiar exercises and talks, tending to give the children the first rudiments of common knowledge (right and left hand, days of the week and months, distinguishing animals, plants, minerals, seasons, etc.), and above all to lead them to look, to observe, to compare.</p> <p>By means of interlacing slats, sticks, and rings the teacher will have the pupils construct very simple geometrical figures, right angle, acute, obtuse angle, triangle, quadrilateral, etc., then some simple constructions of two or three dimensions, such as a gate, the outline of a house, etc. These constructions are then drawn at sight by the children, but never more than one face of the object at a time. This play will make the children notice the relations existing between the different dimensions and thus train the eye easily. For this purpose the children use paper divided only by two perpendicular lines passing through the middle.</p> <p>Very simple common things, such as knives, birds, spades, forks, pickaxes, chopping-knives, hatchets, hammers, sickles, etc., are drawn in the flat.</p> <p>From time to time the children should reproduce these things from memory, in order to develop the memory of lines.</p> |
| Reading and writing. | <p>Simple combinations of lines, by means of slats or sticks; forming certain letters with the aid of these.</p> | <p>Collective teaching; writing, reading (writing being only a means to learn reading). Let the children recognize the sounds in the words, then the syllables. Representation of these sounds and simple syllables, with the help of printed cubes and on the slate; forming words with them. Proceed very slowly.</p> | <p>Same mode of teaching. Actual writing teaching; substitute paper for the slate (copy books with double ruling at five millimeters). Continue reading.</p> <p>At six years of age the child should read quite fluently. Individual teaching is formally prohibited.</p> |
| Arithmetic..... | <p>Count material things from 1 to 10 (the fingers, balls of the abacus, children, match-splints, etc.). Mental problems within the same limits.</p> | <p>Reading and writing figures. Oral problems from 1 to 50. Counting by twos, ascending and descending, starting at first with 2. (Abacus, fingers, slats, blocks, sticks, etc.)</p> | <p>Oral problems, as in the second section. Count from 1 to 100; from 100 to 1,000. Count by 2's, 3's, 4's. Study the multiplication table with the aid of things; recite it, sing it.</p> <p>Idea of halves, thirds, quarters. Show and have them recognize the meter, liter, gram, coins. Let them measure, weigh, estimate a sum of money.</p> |

APPENDIX C—continued.

Working Programme of the Paris Écoles Maternelles—Continued.

| Subjects. | First section (children 2 to 2½ years old). | Second section (children 3½ to 5 years old). | Third section (children 5 to 7 years old). |
|----------------------------|--|--|---|
| Geography | Address of the parents, name of the district, of the commune. Placing the buildings. General idea of orientation; connect it with movements or accidents of surface. | Very elementary notions with the aid of the globe and the map of France; use a relief map to have them understand the map. | Study of the accidents of the ground on the relief plane. Orientation in the district. Familiar talks and short preparatory exercises, serving especially to stimulate the spirit of observation by having the children notice the commonest phenomena, and the principal accidents of the surface of the soil. |
| Stories, national history. | ..... | ..... | Initiation into the study of history. Some great biographical facts: Vercingetorix and the Conquest of Gaul; Clovis and the Frankish Conquest; Joan of Arc and the Hundred Years' War; pictures. |
| Manual work..... | Games, construction boxes, cubes, slats, combinations of polygons. Rolling, folding, and cutting paper with the fingers (i. e., without scissors). | Games of patience; folding, plaiting, weaving. | Combinations in colored worsteds on paper and on canvas; simple work in paper, cardboard, straw. Tying of knots. Sewing. |
| Singing..... | Rote-singing; uniform rhythms; small intervals. | Rote-singing; intervals not exceeding sixths within an octave. Watch carefully the intonation. | Very simple rudiments of sol-fa; knowledge of notes. Songs in unison. (The children should not force their voices.) |
| Gymnastic exercises. | Free games and marches. | Games and marches. Rudimentary movements of the arms. | Graduated movements and exercises of the limbs and head. Evolutions. |

V.—ITALY.

The first impulse for popular education in Italy came from the Piarists, a religious order established by Joseph Calasanzio, in 1617. At the time of its foundation the order embraced 15 priests, who, in addition to the usual vows, had promised to devote themselves to the gratuitous instruction of youth. Although much hindered, and even persecuted, by the Jesuits, they established themselves in many places, and are found even to-day, chiefly in Italy, Spain, the West Indies, Germany, and, particularly, in Austria-Hungary.

The first infant asylum (*asilo per l'infanzia*) was established through the efforts of Ferranti Aporti, an Italian abbot, in the year 1829, at San Martino, near Mantua. His writings have done much to establish a desire for educational reform in Italy and for the liberal movement in Italy. Indeed, in 1848, his liberal views compelled him to take refuge in Turin, where he died, in 1859, as rector of the University.

The example of San Martino was soon followed by Milan, by Turin—where Camillo Cavour and others founded an association for the establishment of infant asylums—by Brescia, and by Mantua.

Unfortunately the movement here, too, suffered much from the prevailing literary tendency of educational work and from the lack of suitably trained teachers. In their work the asylums followed the ideas of Pere Girard, and labored to impart all knowledge through the medium of the study of the maternal tongue. This work soon degenerated into "the literal repetition of the teacher's words," a "mechanical drill which fails to develop the pupil's mind," a "new torment which children of former periods had been spared."

A Milanese report of 1889 asserts that Aporti foresaw this ruinous decadence of his work when he said, in tones of grief: "I only rarely visit the asylum now, because they are trying to convert it into a little university." In its criticism of such poorly (asylums) special attention is given to instruction, whereas this should be subordinated to education. The excessive forcing to which the children's intelligence is subjected frequently renders the intellect and reason sterile, while at the same time it prevents the harmonious development of the body. Private asylums generally sin

by stuffing the children's memory with mystic legends, abstruse didactic precepts, and unintelligible poetry. Their pupils excite the admiration of thoughtless people, yet their achievements are only the fruit of automatic drill."

Aporti himself, dissatisfied with these tendencies of the asylums, requested the Government to send a suitable person to Switzerland and Germany to study the kindergartens whose fame had reached him. As a consequence it became more and more evident that only Froebel's method could bring true life into these asylums, and the efforts of philanthropic educators were chiefly in this direction.

At the same time the attention of the Government was drawn more and more to these asylums. The ministerial regulations of 1860 empower school inspectors to visit infant asylums and accord to persons furnished with an elementary teacher's license the privilege to teach in these institutions. The regulations of 1862 urged school inspectors not to neglect visiting these asylums in their tours of inspection. In 1867 were published the conditions that entitle asylums to subsidies from the state.

A notable change of name occurred in 1880. Whereas heretofore in official documents the name *asili d'infanzia* (infant asylums) had been used, we meet henceforth the name *giardini d'infanzia* (child garden), indicative of the full recognition of Froebel's method. The regulations of 1880, which brought this change, made it the duty of normal school students to take a course of practical exercises in a kindergarten (*giardino d'infanzia*), and decreed that, in order to teach in an infant's school, the candidate must show that she had taken a three years' course in a kindergarten. A ministerial circular, dated in September, 1885, gives very particular instructions concerning the practical exercises of pupil teachers in kindergartens, and the report made by Superintendent Gioda to Minister Boselli in 1889 says: "I am firmly convinced that not until every normal school shall possess a kindergarten may we hope to place infant instruction on a solid foundation."

In April, 1889, Minister Boselli issued a circular, in which it is clearly stated that the asylums are no longer to be considered as places of refuge for the poor, but as educational institutions, in which is laid the foundation for future instruction; nor are they to be confounded with the school for which they prepare the children. For the sake of promoting the improvement of these asylums, the minister ordered the holding of conferences by competent men in which teachers should be made familiar with correct principles of infant training; and, with the same object in view, he declared that the subsidies of the state henceforth would be conceded only to asylums which already followed the new methods (of Froebel), or which could show that they were prepared to introduce the needed improvements in their work.

In order to render these conferences truly efficacious, model work was presented and opportunity afforded for observing the practical work of excellent teachers. During the same year there were held nineteen such conferences, attended by 3,000 teachers.

From statistics presented in the report of Mr. Gioda, I take the following interesting notes concerning the growth and development of these schools: In 1862 there were 1,673 infant asylums, of which 373 were public, attended by 71,054 children, and taught by 2,287 teachers. In 1884 there were 2,035 asylums, of which 1,433 were public, attended by 229,510 children, and taught by 5,330 teachers.

In 1889 there were 2,118 asylums, with 268,954 children taught in 5,676 rooms. Of these 2,118 asylums, only 328 were of the old Aporti pattern; the remainder followed Froebel's methods, more or less; chiefly less, it would seem, inasmuch as reading and writing was still followed in 1,858 of these schools. Of the 268,954 children attending these schools, 80,480 were less than 4 years old; 151,912 were between the ages of 4 and 6; the remainder were over 6 years old.

With excellent tact the report to which I owe most of these statements attaches little value to the efforts to reconcile the Aporti and Froebel systems in the so-called mixed system. "In many of these mixed asylums," the reporter says, "the mnemonic exercises are excessive and are added to reading and writing. The error has always the same cause; it arises from an effort to transform the asylum into a school. All the evil lies here, inasmuch as it is impossible to imagine two institutions more different in their make-up. The mixing of the programme of one elementary school with that of another is already a great evil interfering with the order in which the cognitions are to be learned; but it grows a thousand fold in the case mentioned above, because the disturbance extends to the very root of mental development. Who has ever had the courage to assert that a child of 4 or 5 years can understand the infinity of things with which their memory may be crammed? Before teaching the child the arts of reading and writing, it is the chief duty of the educator to give the greatest possible attention to the cultivation of its senses and the rational direction of its natural instincts. The principle of intuition of Pestalozzi and the principle of productive work of Froebel, however, are of wonderful efficacy in the asylums. It is well established that unless the child has attained the proper age it is not well that he should learn the things which are taught in school; he has above all things need of motion, air, and light."

Much, too, is made in Italy of real gardens in connection with the infants' schools. Of the 2,118 asylums in 1889, 886 were provided with gardens. To us these appear most gratifying when contrasted with the labor-hating and sun-shunning American kindergartens, to which the "garden" is a myth, symbolized occasionally in a few sickly pot-plants. But the thoughtful Gioda deplors that so few of the asylums are thus blessed. With the help of the garden, the child learns the lesson that he who does not sow shall not reap; grows fairly into respect for property, love of his neighbor and charity, love of work, and helpful kindness.

Much is being done, too, to secure well-prepared teachers. The conferences conducted by competent men and women have been mentioned. In addition an excellent normal school for the preparation of kindergartners has been in operation for a number of years at Naples, under the patronage of Madame Salis-Schwabe. Of this we shall speak more in detail further on. Another such school was established at Verona a few years ago, and a third at Rome last year. If to these we join the facts that good kindergartens have been established or are about to be established in connection with all normal schools for elementary teachers, and that all elementary teachers are expected to take a course of kindergarten training, we may well look upon Italy as the land of hope.

Nevertheless, much still remains to be done. Of 5,119 teachers in 1889, only 2,109 were licensed; 3,050 had had no preparation or, at any rate, were without licenses of any sort. Of these teachers 1,878 belonged to religious orders, 3,241 were lay teachers. The report prophesies that the number of lay teachers will increase in the measure in which the importance of kindergartens or asylums will be recognized, and intimates that the retention of the teachers belonging to religious orders is due chiefly to the fact that they cost less.

In many asylums the regular teacher is assisted by young women who watch over the children while she is engaged in the work of teaching one of the sections. These assistants, according to the report of Gioda, "are generally without culture and without licenses of any kind; in many regions they speak, with the children, the local dialect, themselves knowing no other, and thus waste much precious time that would be used in the acquisition of the Italian language." Among the evils of this system the report mentions the immobility to which the children are condemned, since the chief business of these assistants is to keep the children, who are not being taught at the time, from talking or moving about.

In similar spirit the report condemns the employment of uncultured servants, who receive the children in the morning, stay with them at lunch time, and attend to their various needs. For this purpose, too, Gioda would employ persons of gentle manners and graceful speech.

The ideal placed before Italian asylums is surely satisfactory. It requires ample, well lighted and ventilated, scrupulously clean rooms, the walls ornamented with charts representing facts of life, an ample playground, a large and carefully cultivated garden. The progress in this direction seems to be encouraging. It is true that of the 2,118 asylums in 1889 more than one-half, or 1,303 asylums, were in satisfactory rooms and localities; in 1,002 the didactic material was satisfactory, and in 1,091 the seating was good. On the other hand, 1,309 still had their benches arranged in gallery style.

In 1,232 of the asylums a light lunch is served, consisting of vegetables, fruit, and bread. This is furnished free to poor children; others pay a small monthly fee.

The numbers of hours during which the children are kept in the asylums vary from two to five daily. The latter number prevails where the asylums are treated as schools. In the majority of these the children are kept seated for two long hours each half day. Yet these evils, too, gradually yield before the intelligent efforts to establish true kindergarten ways in these institutions.

The cost of the asylums during the year 1889 was about 6,000,000 lire, an average of a little over 20 lire per child; but there is constant and successful pressure to increase this and to raise the character of the asylums accordingly.

The supervision over the asylums is in the hands of committees consisting of counselors, inspectresses, and a physician. It is peculiarly gratifying to notice the prominence given to inspection of these institutions by ladies. This fact alone will here, as well as in France and Belgium, insure constant progress of the work in the right direction and render it more and more truly educative.

The report of Mr. Gioda further recommends that the care of the asylums of Italy be made the exclusive concern of one official connected with the ministry of public instruction, and that four inspectresses be detailed to aid him in his work.

Among the various provinces of Italy, Milan is most thoroughly committed to the work of infant education. In this province of 1,200,000 inhabitants there are over 200 asylums, 109 of which are the work of public charity. They are attended by 20,000 children, and employ 360 teachers and 180 servants.

The method followed in these asylums is "mixed," yet with a decided tendency to follow the principles of Froebel. It aims, in the words of Superintendent A. Ron-

chets, "to secure the development of the physical, intellectual, and moral faculties of the child, in order to enable it to find by its own efforts the first knowledge of the true, to experience the free aspirations of the beautiful, and to dispose it in its feelings and in deeds to practice the good. * * * It engages the child in simple exercises which serve to develop its natural faculties, placing it in the helpful environment of that small world of objects which invites it to explore spontaneously what there is and what is done in real life. These exercises are made with the help of the varied supply of objects which constitute a characteristic feature of the Milanese asylums. In some of these the children are exercised even in manual work, in the work of the field, of the orchard, and of the garden; borrowing as much as possible from the Froebel system without, however, transforming the Italian institutions into German kindergartens."

For manual work Swedish woodwork (Slöjd) has been rejected as being too exclusively utilitarian, tending to the trades. On the other hand, clay and cardboard are used extensively and quite systematically. By this means "the child does not learn a trade, but its interests are directed to practical life and to a knowledge of surrounding things. Thus it acquires knowledge, acquires firmness of will, learns to love work."

On the whole, it seems that the work has an upward tendency. Yet one of my most honored and clear-sighted correspondents writes me: "You will find that these infants' schools are known as asylums, although efforts are being made to introduce into them the occupations and plays of Froebel. Considering the spirit in which these asylums are conducted, they scarcely, however, deserve a different name, inasmuch as the chief effort still is to make prodigies. This fault reigns supreme in all infants' schools, and the pedagogic maxim that bids us follow the slow and systematic march of nature is only a fashionable phrase which no one would seriously put in practice."

Great help, however, in this respect is radiating from the Froebel Institute, established at Naples through the efforts of Madame Salis-Schwabe. In 1861 Garibaldi, convinced that an education that might elevate the people could be established only with the coöperation of women, issued an address to the women of Italy, in which occurred the following words: "I have that profound faith in the kindly disposition of Italian women of all classes that I venture to address them and to invite them to realize this noble end (of removing the immense gulf that separates the poor from the rich). In the hundred cities of Italy let there be formed committees of ladies with the object of collecting means of every kind in Italy and other parts of the world to assist the needy and to establish schools for their education."

In answer to this appeal there was formed at Turin the "Italian Ladies' Philanthropic Society," of which the Marchioness Anna Pallavicino Trivulzio was made president. These ladies issued a "programme," in which they declared it to be their intention to establish: "(1) Ragged schools; (2) provident societies; (3) institutions for destitute orphan daughters of the Italian liberators." A special letter was addressed to Madame Salis-Schwabe, a Neapolitan lady of wealth and philanthropic fervor, at her English home, in which she was urged to appeal for aid to "our English sisters."

Madame Schwabe entered into the work with great energy, and in a short time raised a fund of £3,000 and a two years' annual subscription of £400. With the help of this money she established, under the guidance of Miss Reeve, an English lady, an elementary school at Naples in the same year. In 1865 Miss Reeve died, a victim to the cholera. The school was closed until a fit successor to Miss Reeve could be found. In the winter of 1871 Madame Schwabe went to Rome and Naples and succeeded in obtaining from the city of Naples the gift of part of an old monastery for her work. When, however, she was ready to resume the school, through some change in the officials the building was withheld. At this juncture the Italian Government came to her aid, placed at her disposal the sum of 24,000 lire, and consigned to her use in 1873 a large Government building, the former Collegio Medico, for a term of three years, the grant to be renewed every three years, as long as the school should continue to flourish. In 1876 the grant was made for thirty years, because of the success in the work. In 1884 the growth of the institution called for additional rooms, and she was enabled to supply this with the aid of an extra subsidy of 50,000 lire by the Italian Government. In 1887 the institution was constituted by royal decree into a corporate body, with the title *Istituto Fröbeliano Internazionale Vittorio Emanuele II.* On this occasion the building was granted the institution forever, with an annual subsidy of 12,400 lire from the Government. In addition to this, the institution enjoys other subsidies from various corporations at Naples, and the interest of an endowment of 50,000 lire, secured through Madame Schwabe.

The institution consists of a popular school and a school for the wealthier classes. The latter is made up of a kindergarten in three divisions, a transition class, four elementary classes, a higher school of five classes, and a Froebel seminary for the training of teachers on Froebel's system. In the kindergarten boys and girls are

educated together; in the elementary schools they are separated. The boys leave the school in their eleventh or twelfth year; the girls, however, continue their studies in the "higherschool." After passing a Government examination in their seventeenth or eighteenth year, they may enter the training college for teachers. This college also receives girls from other schools, provided they hold a Government license as teachers.

The three upper classes are taught by leading professors. All the other classes are under lady teachers, all of whom must be familiar with Froebel's principles and method. The institution at present numbers 1,100 pupils, of whom 450 belong to the popular school.

The popular school consists of a kindergarten of three classes, a transition class for boys and one for girls, each followed by three elementary classes. The 180 children of the kindergartens are served a plate of warm soup at noon. The kindergarten work is under the supervision of Madame de Portugall, whose work at Geneva and whose synoptical table at kindergarten occupations have world-wide fame. The presidency of the institution is in the hands of Prof. Trinchese.

The popularity and growth of the institution will appear when these notices are compared with the original status of the institution. In 1873 the kindergarten was opened with 24 children of both sexes, and the elementary school with 16 pupils. In 1877 the normal department was opened with 8 pupils.

To the courtesy of Madame de Portugall and her accomplished kindergartners, Silvia Brassiello, Elvira Cerboni, and Carusio Elminda, I owe the detailed description of the work of the three kindergarten classes appended to this report.

APPENDIX.

DETAILS OF THE WORK OF THE KINDERGARTEN OF THE FROEBEL INSTITUTE AT NAPLES.

First class.

Everybody knows that Froebel established the kindergarten in order to assist the mother in the fulfillment of her many and varied duties, and in order to supplement the education of the family, which, alone, can not secure for the child the environment necessary, as says Montaigne, to teach him the art of living.

The sphere of his affections should grow, and he should learn to respect the rights of others and follow the dictates of duty.

Furthermore, the kindergarten affords the child opportunities to manifest his whole being, to enjoy the advantages of social intercourse with his equals, children of his own age, and to develop harmoniously. Thus the kindergarten complements the family and furnishes a normal environment in which the child may pass profitably a few hours of the day.

In order to comply with the growing requirements of the child our kindergarten is divided into three classes: The first, for children 3 to 4 years old; the second, 4 to 5 years; the third, 5 to 6 years. From this third class the children enter the school. Each class has its own peculiar complexion in accordance with the age of the children, but the spirit of the class is that of the teacher. Naturally the first class, more than the others, preserves the tone of the family. Here there is merriment, joy, and festivity without end. The occupations are simple, elementary, and always alternating with songs, games, and other diversions. However, everything is grouped as much as possible about a common subject, so that the child may gradually learn to concentrate his attention upon a certain group of facts. A certain subject is chosen, either with the help of a story, or of a stanza of poetry, or of a picture, and all the occupations serve to illustrate, to represent, and to explore the subject.

The story should be short, clear, animated, and the children should take part in it, not only listening but imitating in play the movement in point. How easy is it by means of well-chosen stories to influence the judgment and the moral development of the little audience which is deeply interested and shows ready sympathy, lives with its heroes, and takes part in the various scenes in a whole-souled manner. Still more efficacious and captivating are these stories, if they accord with surrounding nature, the seasons, and local events. Such a story furnishes material for an entire week.

THE FROZEN BIRD.

Little Mary lived in a nice little house. She had a sweet little room all for herself with a window from which she could look out into a large garden. Directly opposite, at a short distance from the window, there was a high tree, in which, during the summer, many little birds built their nests.

One day it turned very cold, and the frost lasted for several days; Mary frequently looked out at her tree, for every day it lost more and more of its leaves which had already turned quite yellow.

It rained constantly, and one day, to her great surprise when she stepped to the window, she saw that the tree and the window sill were covered with snow. She opened the window, in order to scatter, as usual, crumbs of bread for the little birds that lived in the tree. But, what did she see? A poor little bird with its eyes closed, and quite cold. "Poor little bird!" she exclaimed, taking it in her little hand, and breathing upon it in order to warm it. Then she ran to mamma crying, "Look, mamma, what I have found! I fear it is dead." And her mamma went immediately to get some cotton, with which she made a soft warm nest for the poor little bird. Gradually the little bird began to get warm and opened its little eyes. Then it began to eat, and at last to hop around the room.

Little Mary, full of joy, ran to get a cage, put the little bird in it, saying, "Now this will be your little house, and I shall be your little mamma, for it is cold out of doors, and it rains." From that day he was little Mary's friend. Every morning he woke her with his song, and Mary from her little bed wished him "good morning."

After the winter came the spring. The trees began to put forth new leaves, and the little birds began to build nests among the branches. But Mary's little friend was still in his cage. He heard the songs of the other birds and saw them flying about. He, too, would have liked to be with them in the open air, and he became sad and stopped singing. Mary noticed this, and one beautiful day she opened the cage, gave a last kiss to the little bird and let him fly away. The happy little bird flew to the tree opposite the window and there began to sing with all his might.

Every morning after that he pecked at the window to greet his little Mary.

After the story the children imitate the little birds in their games. When they return to their tables they build with cubes and bricks the little bed in which Mary slept, the window on which the little bird was found, the garden and the tree covered with snowflakes are made in the sand table. The little balls are made to fly like the little birds; they are caught in the hands, as Mary did the little bird, etc. Thus every occupation is related in some way to the little story.

The various occupations may be seen in the time-table, which, however, is subject to all kinds of occasional variations, depending on the seasons, on the events of daily life, and on the phenomena of nature.

The chief purpose of the teacher should be to make the children happy, to lead them insensibly to the good and to secure the natural development of their natures.

SILVIA BRASSIELO.

Time table.

| Hours. | Monday. | Tuesday. | Wednesday. | Friday. | Saturday. |
|-------------------|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 9:30 to 10 | Story..... | Object lesson ... | Ball games..... | Building..... | Ball games. |
| 10 to 10:30 | Games | Games | Games | Games | Games. |
| 10:30 to 11:30 .. | Building | Sand | Sticks | Drawing..... | Sand. |
| 11:30 to 1 | Lunch and recreation. | Lunch and recreation. | Lunch and recreation. | Lunch and recreation. | Lunch and recreation. |
| 1 to 2 | Games with second gift. | Tablets and buttons. | Beads | Songs | Tablets and buttons. |
| 2 to 2:45 | Games | Games | Games | Games | Games. |

Second class.

The majority of the children of my class were prepared in the first class. Hence they are led much in the same manner, especially during the first part of the scholastic year.

I aim, above all, to make my children happy and good, and as I notice their powers growing I require more prolonged attention, greater precision in the work, more promptness of obedience, indeed, progress in every respect.

The garden with its flowers, with the plants, with the animals, and the fountain, furnish material for the subject of the week, which is introduced much in the same manner as in the first class, but at every point tending to lift the children to the higher plane of the third class.

Furthermore, I seek to make the children familiar with industrial life, more particularly with the arts and trades that affect their own existence, in order to get them to feel their dependence and to awaken in their hearts the sentiment of gratitude.

Certain occupations, too difficult for the first part of the year, I take up after New Year or toward Easter. This is the case with drawing and perforating, which require a steady hand and greater attention.

The gymnastic games are carried on in this class more systematically. Thus in marching I aim to secure more precision and agility in the movements. To this are added the ball games in the open air. This does not exclude, however, the free running and playing in the garden which affords me an opportunity to observe my children and to study their temperaments.

In the proper season there is added the occupation of gardening, which is much enjoyed by the children, and affords opportunities for observing the development of the common herbs and vegetables. Finally, by means of the observation of nature, I seek to lead the children gradually to the recognition of the Creator, to lead them to love Him and to be thankful to Him.

CARUSIO ELMINDA.

Third class.

In his kindergarten, Froebel has created an environment where the child can develop harmoniously its physical, moral, and intellectual powers.

I. The gymnastic exercises, the games, songs, the free plays in the garden strengthen the physical powers of the child, and secure to him that condition of health so indispensable to his normal development.

II. Love is a fountain which must be reached in the education of the child. All in the kindergarten is love; love of the teacher for the children, of the children among themselves, and for their other mamma. This love should extend to all within the reach of these little ones and find fresh food in intercourse with nature. To let the child live in nature is one of Froebel's fundamental ideas.

To make the flowers speak, as well as the bird and its little ones, and the meanest worm, to endow them with a soul, with affections and feelings, while the child is near, so that he may love and respect them—this is the great secret.

The world of the little child should teem with love, and he is happy when, with the teacher's help, he apprehends this life. Respectful and loving intercourse with nature are, then, the cardinal points of the child's moral education. He becomes good through contact with nature. This is true everywhere, but has especial value for our city of Naples, where as a rule there is little interest in nature and little sympathy for lower animals.

III. All the occupations, in a general way, strengthen and develop the intellectual faculties. In the work with these the teacher should proceed from the easy to the difficult, without leaps, without omission, so that each new knowledge may be prepared by its predecessor. It is needful, besides, to present to the child known objects, to enlarge the number of the sensations he receives from these objects, so that he may form accurate perceptions.

All teaching should tend to establish habits of order, of accuracy, of neatness, and nourish in the child the sentiments of the beautiful and the good. In his work the child should experience a sense of gratification that makes him love his work. In his occupations the child is, at first, directed by the teacher; subsequently he invents for himself. In this lies the chief value of the occupation; for it is creative work that gives strength of mind and engages all its powers, and enables it to feel, as it were, its own value.

My class, being the third of the kindergarten, forms the bridge from the kindergarten to the school. Here the children are to be prepared to become good scholars. Hence, certain occupations become more important than others. Such are drawing, number and language exercises, the discussion of objects, and preparation for writing.

The conversations tend to enlarge the ideas, to increase the knowledge of the child, as well as to give him conscious control of his speech. Having selected a subject of conversation, I let the children make many short sentences about it. If I have spoken, for instance, of a dog whom I named Fido, I let the children tell me all that Fido can do. "Fido eats; Fido drinks; etc." I let the children see clearly that when I say Fido sleeps, I do not mean that he runs; and that when I call Fido, I do not mean Julius. I aim to impress upon the children that each word corresponds with a thing, an action, etc., and that everything has its own name.

When they have appreciated the full word, I let them break it up in syllables, and finally in these various syllables I let them find the various sounds, leaving to the school the work of continuing this study on the synthetic side.

Of equal importance are the first number exercises from 1 to 10, always in the form of play, and keeping away from all abstract work.

I let my children count numbers of things. These exercises constitute mental gymnastics, and of much value if care is taken to avoid premature considerations of abstract work.

I add to these general remarks a time-table which will show how the various subjects are distributed.

ELVIRI CERBONI.



Time table of the third class of the kindergarten.

| Hours. | Monday. | Tuesday. | Wednesday. | Friday. | Saturday. |
|--------------------|--|-------------------|-----------------------------|-------------------|----------------------------------|
| 9 to 9:30 | Reception of the children, conversation, and inspection of class room. | | | | Review of incidents of the week. |
| 9:30 to 10 | Story | Object-lesson ... | Rhymes, adapted with story. | Building | Paper cutting. |
| 10 to 10:30 | Out-door walks, songs, and gymnastic exercises. | | | | |
| 10:30 to 11:30. | Building or clay, according to the requirements of the story. | Perforating | Folding | Tablets or rings. | Interlacing. |
| 11:30 to 12 | Songs and games, and preparations for luncheon. | | | | |
| 12 to 1 | Luncheon and recess. | | | | |
| 1 to 1:30 | Return to the class room, preparation of lesson, and distribution of material. | | | | |
| 1:30 to 2:15 | Weaving | Paper cutting .. | Sticks | Embroidery .. | Drawing. |
| 2:15 to 2:45 | Games | Games | Games | Games | Games. |
| 2:45 to 3 | Dismissal | Dismissal | Dismissal | Dismissal | Dismissal. |

VI.—ENGLAND.

The first deliberate efforts in behalf of infant education in England date back to the philanthropic work of Robert Owen at New Lanark. For the benefit of the poor people whose interests he had made his own, he established in connection with his schools a preparatory department or "training school," to which children were admitted at the age of 3. Here they were "perpetually superintended to prevent their acquiring bad habits, to give them good ones, and to form their dispositions to mutual kindness and a sincere desire to contribute all in their power to benefit each other." The first teacher employed by Robert Owen in this work was Buchanan.

Buchanan's work attracted general attention, and in 1819 he was called to Westminster, where he established a similar school under the auspices of Brougham, James Mill, Macaulay, and others.

In 1820 a similar school was opened at Spitalfields and placed in charge of Wilderspin. Wilderspin was an educational genius. To him is due the name infant school, as well as the general and abiding impetus to the work which led to the establishment of the Home and Colonial Infant School Society, and made infant training a prominent feature of the work of the British and Foreign School Society.

The Home and Colonial Infant School Society was founded in 1836 for the purpose of improving and extending the existing system of infant schools. With the aid of Miss Mayo and Robert Dunning they accomplished much good. They sent into the field many well-trained teachers; they arrested the further growth of the "prodigy system" of precocious forcing, which was making sad havoc of child-like modesty and innocence; they placed their work broadly on Pestalozzianism; they established the practice of grading children for purposes of instruction, and abolished the gallery system, and banished arbitrariness and bitterness from their modes of discipline. In the course of time they admitted some kindergarten practices into their work, but left the honor of establishing the full kindergarten to the older British and Foreign School Society.

This society had been established in 1808 as an outcome of efforts on the part of a number of philanthropists to aid Joseph Lancaster in his efforts to establish free schools, *i. e.*, schools "open to all, without distinction of sect or party." To this purpose the society has faithfully adhered to this day. Indeed, the development of popular education in Great Britain is largely, if not wholly, the work of this society. The names of Brougham and Graham, of Althorp and Russell, of Forster and Mundella, are prominently connected with its labors.

In order to accomplish its object, the society maintained a number of central model and experimental schools; established colleges for the training of teachers; employed agents and inspectors whose duty it was "to visit and inspect British schools, confer with local committees, aid in the establishment of new schools, deliver lectures, hold parents' meetings, and in various ways help forward the work of popular education"; supplied schoolbooks and school material, and kept a watchful eye to aid sound educational development.

In the fall of 1874, Sir Charles Reed, acting under the society's instructions, engaged Miss Eleanor Heerwart to inaugurate the kindergarten work in the Stockwell Training College. In addition to the classes of senior and junior students, a class was formed for teachers, meeting once a week, and a class for pupil-teachers, four times a week; a specimen kindergarten was established, the children being taught two hours each Saturday morning. (Seventieth Report.)

The soil had been well prepared for the favorable reception of really good work. Miss Barton, Madame Michaelis, Miss Manning, Madame de Portugall, Prof. Payne, and others had already done much to show the value of the kindergarten. Miss Heerwart herself had successfully conducted a kindergarten in Dublin since 1862, and had proved her unusual ability as a teacher and as an apostle of Froebel in many other ways.

Rev. J. R. Byrne, one of the inspectors of the British and Foreign School Society, had given special attention to "the value of the kindergarten system as a means of education in infant schools." He had reported concerning it in terms of unqualified approval. "Notwithstanding its foreign name," he says in his report, "there is no 'fad' or gammon about it whatever. It is as English, common-sense, practical, as they could wish it to be who prize these qualities above everything else. In naturally, as an inspector, value highly whatever conduces most to making children 'pass' in the standards, and I find that this kind of thing makes them pass. Not only do they become brighter and happier under it, but their progress in ordinary school-work is all the more sure and rapid."

The work under Miss Heerwart's direction proved so prosperous that in 1876 permanent premises had to be provided, and additional kindergarten classes were established. In 1882 there were five such classes, two kindergartens proper, one "transition class," and two advanced "kindergarten school" classes. The society's report for this year says that "those who have visited either of the kindergartens and seen the life and happiness and progress of the children will not need to be assured that the experiment has been successful." The same report congratulates the society on the fact that the "education department, whose vice-president has more than once seen something of the work at Stockwell, has introduced into the code a clause requiring that infant schools must make provision for 'appropriate and varied occupations' in order to obtain the next grant."

At the same time the executive committee reported that "no better use could be made of the new college at Saffron Walden than for the training of infant school-mistresses on kindergarten principles."

In 1883 Miss Heerwart retired from her work. The Stockwell kindergarten establishment was strong enough to be transferred to private hands, and the society was enabled to give its entire attention in this direction to the new Saffron Walden Training College. Up to July, 1883, 42 students had received practical training in a two years' course, besides 47 others who had received a partial course, and 92 mothers, nurses, and acting teachers who had attended the evening classes. (Seventy-ninth Report.)

The last distribution of certificates to students who had successfully finished their two years' course at the Stockwell college was made the occasion of most gratifying testimony to Miss Heerwart's efficiency. The certificates were presented by Mrs. Forster, Dr. Arnold's daughter, and Matthew Arnold gave words to her gratification. Mr. Alfred Bourne presented Miss Heerwart with a beautifully illuminated address of appreciation, a number of photographs, a gold watch and chain. The address bore the signatures of Forster, Mundella, Miss Shireff, and others. Mr. Fitch had sent in his tribute of respect in a letter in which he attributes to the diffusion of Froebel's principles by Stockwell and Miss Heerwart "the improved tone and spirit of our infant schools."

Nor did all these changes entail the abrogation of kindergarten work in the Stockwell schools. In the practicing schools of the institution it continued to flourish under excellent teachers, and subsequently one of these took up with a number of students a course of instruction "in the life and principles of Froebel and the different branches of kindergarten work."

The establishment of Saffron Walden Training College is due to the munificence of George Stacey Gibson, who gave the society for this purpose a site of 2 acres and £10,500. This sum was subsequently increased by gifts from other sources. The college was opened in the spring of 1884 with suitable ceremonies and dedicated to its purpose of training teachers for infant schools. It began its work with 30 students. In 1889 it counted 50 resident students. Of the 161 who had attended up to this date only 12 had left after less than two years of residence.

Among other factors that led to the establishment of higher standards in infant education the London Froebel Society occupies a prominent place. I regret exceedingly that I have failed to obtain sufficient data concerning its early history. It was formed in 1874 "for the purpose of promoting coöperation among those engaged in kindergarten work, of spreading the knowledge and practice of the system, and of maintaining a high standard of efficiency among kindergarten teachers."

These objects the society seeks to accomplish by lectures, discussions, public meetings, publications, the examination of students and the granting of certificates to the deserving, the inspection and registration of kindergartens, and other similar methods. Miss Shireff is president of the society. Among its vice-presidents are Mr. Fitch, Prof. Meiklejohn, Mme. Schwabe, Miss Heerwart. From its organization

to 1890 it conferred certificates upon 219 kindergartens. In this work of examination of teachers it is joined by the Kindergarten Company, of Bedford, and with this constitutes the National Froebel Union.

Candidates for examination must first pass a preliminary examination in the analysis of easy sentences, in essay or letter writing, in English history, in geography, and arithmetic.

Candidates who have passed this preliminary examination and who are not under the age of 17 may acquire the elementary certificate on passing an examination in the biographies, principles, and methods of Froebel and Pestalozzi; in a general knowledge of plants, animals, the physical facts in nature, and the simple facts of health; in kindergarten gifts and occupations; in music and singing; in class teaching and drawing. A more extended examination in geometry, algebra, physiology, physics, chemistry of common life, botany, zoology, music, gifts and occupations, history of education and theory of education must be passed in order to obtain the higher certificate.

The value of this work of examination on the part of the Froebel Union seems to be quite generally conceded. In 1887, 73 candidates presented themselves for examination; this number in 1888 increased to 128, and in 1889 to 169 candidates. This increase becomes still more significant when it is remembered that each candidate pays an examination fee of one guinea for the elementary and higher certificates, or 10s. for the preliminary certificate.

Nor are these examinations confined to kindergartners, but are more and more sought by elementary teachers and their employers. Since 1888 the society has furnished the London school board "an examiner in the theory of kindergarten teaching."

The society does not control the preparation of candidates for the work of examination, yet it prefers that those who present themselves should have attended some properly constituted training college. Even with reference to the annual course of lectures held by the society, it is distinctly stated that "these lectures are intended to help students prepare for the elementary certificate examination, but do not dispense with the necessity of regular training and instruction in these subjects."

Fortunately, England is thoroughly alive to the necessity of providing infant schools for the children of the people. In 1874 the number of children under 6 years of age on the registers of the schools receiving grants from the education department was 617,910. In 1884 this number had risen to 841,128, an increase of 36 per cent in ten years. At the same rate of increase 1894 would yield a list of 1,143,924. Yet, inasmuch as England has just entered into the high tide of the popular education movement, this number will probably be very much larger.

Fortunately, too, the kindergarten movement has been in the hands of thoughtful and competent persons, who, while they know how to take into account popular demands and even prejudices, know also how to keep the work steadily in the direction of progress. Foremost among these is Rev. Alfred Bourne, the efficient secretary of the British and Foreign School Society; Miss Eleanor Heerwart, Miss Manning, Miss Snell, Madame Michaelis, Mr. A. H. Sonnenschein, Miss Shireff, Miss Bayley, and Miss Lord.

While, therefore, there is much schoolishness even in the good kindergartens, there is throughout the Kingdom—because of the efficiency of these kindergartens in preparing children for the work of the school—a growing demand not only for the adoption of kindergarten ways and means in the infant schools, but for the employment, in elementary schools, of teachers who are familiar with the theory of Froebel.

The extent and character of the schoolishness in the English infants' schools and kindergartens will be apparent from the time-tables published in the appendix. The time-tables will show the gradual inflow of the kindergarten spirit both in the infant schools and kindergartens, and clearly prophesy the coming victory of child nature over school or, rather, over the subject of instruction.

The same gratifying fact is apparent from a number of utterances by leading persons. Thus in the noteworthy conference on education during the international health exhibition at South Kensington, in 1884, Mr. Severn, an enthusiastic admirer of the kindergarten, spoke in glowing terms of a star play he had witnessed in a South Kensington school where his own children were taught. "The game in question was called 'Our Solar System.' A boy, big for his age, and with a radiant face, represented the sun. He held a high pole in his hand at the top of which silk ribbons were fixed, of different lengths, to represent the relative distances of the planets from the sun. In reply to the question as to which planet was the nearest, all responded at once 'Mercury,' and the happy throng of about 30 or 40 children arranged in a circle sang a verse descriptive of the planet. A little Mercury then stepped up to the pole and, taking the shortest ribbon, revolved around the radiant orb of day. Miss W. then asked which was the next planet, and they all answered 'Venus' without the slightest difficulty; his own pretty little girl revolved around the sun, with the next longest ribbon, in her proper orbit. Then came Earth and

Mars, the latter being represented by a most valiant little boy between three and four years of age who was evidently determined to be a Wolseley some day. All the other planets revolved in the same way, each verse sung being descriptive of the motions of the particular planet to which it related."

Mr. Sonnenschein very gracefully protested, in illustration of his statement that the principles of Froebel were not understood, that such plays "were not Froebel." He added that the English "were haunted by certain fatal prejudices." Thus "it was a superstition that the child must learn the three R's, and it was believed that no education could be given unless these three subjects were mastered."

Mr. Fitch, who presided at this meeting, observed that "Froebel's method was not a mechanical art which could be acquired by purchasing a shilling handbook descriptive of his methods, or by buying a box of models. It was a philosophy, a theory, a principle. It required to be learned by those who had thorough sympathy with childhood, and who had something of the spirit of Him who said, 'Take heed that ye despise not one of these little ones.'"

Rev. Alfred Bourne, the efficient secretary of the British and Foreign School Society, spoke as follows on the same occasion on the attitude of infant's schools to the code and more particularly to the first standard prescribed for children between 7 and 8 years of age: "Shall we," he asks "break up this standard work into a set of preliminary standards, and set the children to grind at the work for three or four years, 'taking time by the forelock' (as someone has said), and 'teaching them their prescribed tasks a little sooner, so that the tasks may become familiar by mere repetition before the children are legally called upon to repeat them?' Or shall we postpone the standard work altogether till certain preparation has been accomplished and the power has been developed which will make the work easy. I am pleading for the latter course, for the kindergarten as a preparation for the school. Let us have for the little ones happy, homelike places with plenty of room, plenty of fresh air, plenty of light, varied forms of beauty, and nothing ugly or slovenly, or suggestive of grossness or selfishness, or misery, gardens in which the human plants will grow. Let us have a sufficiency of loving teachers touched with a feeling of childhood's weaknesses, with hearts 'at leisure from themselves to soothe and sympathize,' and glowing with delight at the budding of higher nature, with minds sufficiently enriched and active to excite and satisfy the curiosity of awakening intellect. Let us have organized and well directed play, so that every limb may have its exercise, and the various phenomena of nature and the occupations of the grown up people around may be associated with the pleasant activities of the restless and growing children. Let us have carefully graduated work for inquiring eyes, and listening ears, and busy fingers, work which shall at once awaken inquiry and satisfy the natural craving for results, while it teaches lessons of patience and perseverance, cultivates accuracy and dexterity, and rewards industry by creating new and higher ideals and opening new fields for exertion."

Even "the code" has felt the quickening influence of the kindergarten movement in England. It prescribes, indeed (code of 1884), "suitable instruction in the elementary subjects, simple lessons on objects and the phenomena of nature and common life," but it adds "appropriate and varied occupations," and modifies in its revised instructions to inspectors the requirement as to instruction in elementary subjects, *i. e.*, reading, writing, and arithmetic.

On the whole, indeed, it appears that England is on the high-road to unusual success in this work. With a lofty reverence for the spiritual essence of life and for the claims of simple humanity, she combines a deep love of childhood and a peculiarly clear insight into the practical needs of external life. This spirit coupled with her newly awakened interest in popular education, assures for her a success in infant school teaching that will arouse the admiration and gratitude of the world.

Froebel's principles, educational practice, physiology and hygiene, class-teaching, and drawing entitle the successful candidate to a "higher certificate." The character of these examinations may be inferred from the following sets of questions selected from the papers presented in 1889:

ELEMENTARY CERTIFICATE, MIDSUMMER, 1889.

FROEBEL—HIS LIFE, AND HIS PRINCIPLES AND METHODS.

[Examiner—H. Courthope Bowen, M. A. Time, two hours. Only two questions are to be answered in A; and only four in B; any questions may be chosen.]

A.

1. What does Froebel tell us of his own life down to the death of his father? What does he think were the chief good and the chief bad influences which affected him during this period?

2. Describe briefly the life and doings of Froebel from his arrival at Frankfort in 1805 to the year 1837.

3. What do you know of Froebel's work in or near Liebenstein and in Dresden? In what ways did Middendorff and the Baroness von Marenholtz-Bülow help Froebel and his work?

B.

1. What are the main principles on which Froebel bases his system of education?
2. What are the chief relations to the child of (a) Nature, (b) Mankind, and (c) God? And what lessons may we draw from these as to the child's early moral training?
3. What did Froebel mean by "creativity"? And how far does his system of drawing tend to exercise this? What gifts seem to you of especial value in this connection, and why?
4. What benefits did Froebel consider would be derived from his plan of occupying children with gardening and the keeping of pet animals? How far can these be realized in kindergartens in large towns?
5. Explain, with an example, the nature of the education to be derived from songs and games?
6. Distinguish between "gifts" and "occupations." Mention any three of each; and state briefly the educational results which may be derived from the right use of each one of them.
7. What does Froebel mean by "connectedness" in education? In what way does he seek to maintain this in the kindergarten? What bearing has this view on the constitution of "transition classes?"

ELEMENTARY CERTIFICATE, MIDSUMMER, 1889.

PESTALOZZI—HIS LIFE, AND HIS PRINCIPLES AND METHODS.

[Examiner—H. Courthope Bowen, M. A. Time, two hours. Only two questions to be answered in A, and only four in B; any questions may be chosen.]

A.

1. Write a short account of Pestalozzi's life down to the date of his marriage.
2. Sketch the doings of Pestalozzi from the time when he established his refuge for beggar children in 1774 down to the time of his going to Berthoud (Burgdorf).
3. Describe the general nature of Pestalozzi's work at Berthoud and Yverdon, and give a short account of his life after the closing of the institution at the latter place.

B.

1. On what general and fundamental principles did Pestalozzi base his system of education?
2. With what subjects did Pestalozzi begin his school course, and on what general lines did he treat them? And in what respects did these require improvement?
3. Describe carefully how Pestalozzi taught (a) drawing and (b) the mother-tongue.
4. What are the first stages adopted by Pestalozzi in the teaching of arithmetic, and how do these differ from the kindergarten plan? How did Pestalozzi teach vulgar fractions?
5. How did Pestalozzi seek to effect a moral training for the young? What part were mothers to play in this training, and how was "The Book for Mothers" to help them?
6. How was geography taught at Yverdon? With what other subjects was it connected, and how?
7. What part did industrial training play in Pestalozzi's system, and how was it connected with the other sections of elementary or primary education? What were his chief objects in introducing it?

HIGHER CERTIFICATE, PART I., MIDSUMMER, 1889.

GEOMETRY.

[Examiner—Percy J. Harding, M. A. Time, two and a half hours. All questions to be answered.]

1. Explain the meaning of *perpendicular*. Show how to let fall a perpendicular on to a given straight line X Y from a given point A without the line. Give the complete practical construction with ruler and compasses.
2. Show how to draw from the point A to the line X Y a straight line whose length shall be double that of the perpendicular of the preceding question. How many such lines can be drawn, and what angle will each make with the perpendicular?
3. Define the terms *rectangle*, *parallelogram*, *quadrilateral*, and *diagonal*. Assuming that two sides of a triangle are together greater than the third side, prove that the diagonals of any quadrilateral are together greater than either pair of opposite sides.
4. Prove that parallelograms on the same base and between the same parallels are equal in area.
5. Construct (1) a rectangle and (2) a rhombus each equal to a given parallelogram.
6. Prove that the square on the hypotenuse of any right angled triangle is equal to the sum of the squares on the sides containing the right angle.
7. Define a *cone*, a *cylinder*, and a *sphere*. If a solid cylinder be cut into quarters by two planes passing through the axis and at right angles to one another, describe the different portions of the surface of one of the quarters.
8. What is meant by a cubic inch? How many cubic inches are there in a cube each of whose edges is 2 inches long? What is the length of a diagonal of one face of such a cube? Also of a diagonal within the cube joining two opposite corners?

HIGHER CERTIFICATE, MIDSUMMER, 1889.

PHYSIOGRAPHY.

[Examiner—A. F. Smith, B. A., F. R. A. S. Time, three hours. Only six questions are to be answered; any six may be chosen.]

1. What is the natural unit of time? Distinguish between a *sidereal day* and a *solar day*? Why do they differ in length, and which is the longer? Why does the *solar day* vary in length, and what is meant by a *mean solar day* or *civil day*?

In what way does the variation between the *sidereal* day and the *solar* day afford a proof of the earth's revolution round the sun?

2. What is meant by the inclination of the earth's axis? Show how the phenomena of the seasons may be explained by the movements of the earth and the inclination of its axis. Why have we in summer long days and in winter long nights?

3. Give a general explanation of the phenomena and causes of the *tides*.

Why has the moon more influence than the sun in producing the tides? In the open ocean what is the relative height of the *solar* and *lunar* tide waves? What are *spring* and what are *neap* tides, and to what causes are they due?

4. What kind of motion is the tidal in the open ocean? How is this motion modified in narrow channels and estuaries? Explain the effect of its action in estuaries, giving an example.

Give examples of places where there are very high tides, and, also, seas which are almost tideless. Explain the causes.

5. What are the two chief causes which regulate the distribution of rain? Give examples showing how these causes affect the rainfall in various districts.

State the distribution of the rainless districts of the world, and account for their condition.

6. Describe the origin, course, and effects of the Gulf Stream.

7. Explain the formation of *dew*? Why is it most copious on a cloudless night? What is *hoarfrost*? How is hail supposed to be formed?

8. Describe the origin of a glacier? How can it be easily determined that a glacier moves? Compare its motion with that of a river.

Enumerate signs by which the past existence of glaciers may be discovered in districts from which they have since disappeared.

9. "In Eurasia the highest land in the world is to be found, and also the deepest depressions." Explain and illustrate this. How are the deepest depressions occupied? What are *continental rivers*? Give examples. What must become of the water and soluble matters brought down by such rivers?

10. Give some account of the geology of the Thames basin. What evidence is there that the district has experienced great changes of climate at different periods of its history.

HIGHER CERTIFICATE, MIDSUMMER, 1880.

PHYSICS.

[Examiner—A. F. Smith, B. A., F. R. A. S. Time, two hours. Only eight questions are to be answered; any eight may be chosen.]

1. Explain simply—

- (a) How we know that steam is invisible.
- (b) Why it is dangerous to jump from a train in motion.
- (c) Why it is dangerous to rise suddenly in a boat.

2. Explain—

- (a) What kind of lever is an oar of a boat.
- (b) The action of a rudder in steering a bark.

3. Explain why the insertion of a vent peg stops the liquid from flowing out of a cask. Would it have this effect if the cask were in a vacuum?

4. When is a body said to move with a *uniform*, when with a *variable* velocity? If a railway train pass a telegraph post at the rate of 40 miles an hour, what is the measure of its velocity at that instant using yards and minutes as units of length and time?

5. If a body has in itself no natural tendency to change its state of rest or uniform motion in a straight line, how is it that if we set a body in motion it sooner or later comes to rest?

If a grindstone in rapid rotation should suddenly split, in what direction would the fragments be projected? What law of motion does this illustrate?

6. What is the law of motion relating to composition of velocities? Show how this law applies in the steering of a boat which has to cross a rapid river to a point in the other bank exactly opposite its starting point.

7. What is meant by *stable*, *unstable*, *neutral* equilibrium? In which kind of equilibrium is each of the following when resting upon a horizontal table—

- (a) A sphere.
- (b) A cylinder placed vertically on end.
- (c) A book placed on its side.

8. When a man carries a heavy bundle on a stick resting on his shoulder, show how to find the pressure on his shoulder, the weight of the bundle and all the distances being given. Show that the pressure on his shoulder varies as the distances are changed. Does this alter the total pressure of his feet against the ground?

9. What is meant by the *reflection* and *refraction* of light? What are the laws of refraction and reflection of light, and where else do these laws hold?

Explain with the aid of a diagram why water when we look directly down into it appears only about three-fourths of its real depth.

10. Given a convex lens of long focus and another of short focus, explain how a simple telescope can be constructed with them, and make a diagram showing how it would be used to project an image of the sun in a dark room.

11. Distinguish between *conduction*, *convection*, and *radiation* of heat.

Explain why the temperature on a sunny day is higher inside a greenhouse than outside, and explain the difference between the actions of a close stove and an open grate on the air of a room.

12. What is the distinction between *noise* and *musical sounds*. How are musical notes produced? Describe experiments or phenomena which show; (a) that sound can do work; (b) that it can not be produced in *vacuo*; (c) that it travels faster through water than through air, and faster through wood than through water.

Explain the phenomenon of an echo.

HIGHER CERTIFICATE, PART I, MIDSUMMER, 1889.

BOTANY.

[Examiner—A. E. Hawkins, esq., B. SC. Time, three hours. Only six to be attempted, including No. 1.]

1. Write full notes of a half-hour's lesson to girls of about 12 years of age upon either of the following subjects:—
 - (a) Flowers and their unbidden guests.
 - (b) Leaves.
2. Write botanical description of the specimens provided.
3. Compare the fruits of the strawberry and raspberry.
4. Describe the flowers of the pine or other gymnosperm. How do gymnosperms differ from angiosperms?
5. Describe some of the devices met with in plants to secure cross-fertilization.
6. What are the structural and functional differences between a root and a stem?
7. From what plants and from what parts of them do we obtain cotton, linen, indigo, cork, and linseed oil?
8. Explain the following terms:

Fruit, seed, respiration, exalbuminous seed, cleistogamous flower, anemophilous flower, heliotropism.

HIGHER CERTIFICATE, PART I, MIDSUMMER, 1889.

ZOOLOGY.

[Examiner, A. E. Hawkins, esq., B. SC. Time, three hours. Only six to be attempted, including No. 1.]

1. Write full notes of a half-hour's lesson to girls of about 12 years of age upon one of the following subjects:
 - (a) A Butterfly.
 - (b) The Coral Polyp.
2. In what respects is an animal distinguished from one of the higher plants?
3. How is respiration effected in a mussel, and in an insect?
4. What are the special points in the structure of a bird which distinguish it from other air-breathing vertebrates?
5. Describe the characteristics of the chief divisions of the animal kingdom.
6. Describe the structure of a Crustacean, naming the one you have chosen as typical.
7. Write an account of the hedgehog and its habits. What animals are closely related to it?
8. Where are the following animals chiefly found, and what most nearly correspond to them in England?—Salamander, opossum, bison, prairie, dog, locust, zebra.

HIGHER CERTIFICATE, PART I, MIDSUMMER, 1889.

HISTORY OF EDUCATION.

[Examiner, H. Courthope Bowen, M. A. Time, three hours. Only four questions are to be answered in A; and only three in B; any questions may be chosen.]

A.

1. From what conception of man and nature does Froebel draw his fundamental principles of education? What are these fundamental principles?
2. State briefly what Froebel tells us about the value of productive work and creativeness in education. What are the means he would have us employ?
3. What does Froebel say about the importance of speaking and playing in earliest childhood? What methods does he advise us to use in connection with these?
4. Give a short account of what Froebel tells us about the ways in which the various activities of boyhood manifest themselves. What lessons does he draw from this? How does he think boys are sometimes made bad?
5. Summarize briefly Froebel's views on moral training and religion in the period of childhood.
6. Describe the importance of nature study in boyhood. How is nature to be studied? And how should language exercises be connected with this?
7. What has Froebel to tell us about the method of using color study as a part of school work? What does he consider the chief uses of telling stories to the young?

B.

1. Describe Rosmini's standpoint, and his general method of treating the problem of education. How do these differ from Froebel's? How does Rosmini define instruction?
2. What are "orders of cognition"? How does Rosmini establish them? What are the cognitions of the first and of the second order? And what are the signs that a child is passing into the third order?
3. What does Rosmini tell us about the natural order in which objects present themselves to the human mind, and the method of teaching children the classification of things?
4. What does Rosmini think should be the nature of the instruction and the attitude of the teacher during the second period of life (*i. e.*, the period during which cognitions of the first order begin to come into existence)? What does he say about children's play?
5. What are the four chief errors to be avoided by teachers? How may we make use of the child's faculty of *belief* to incline him to moral goodness? What other means may we employ towards the same end?

HIGHER CERTIFICATE, PART II, MIDSUMMER, 1889.

THEORY OF EDUCATION.

[Examiner, H. Courthope Bowen, M. A. Time, three hours. Only seven questions are to be answered, any seven may be chosen.]

1. Describe clearly what is meant by the statement that knowledge begins in sensation. Illustrate its truth. What is the nature of the first knowledge so gained, and how is it perfected?
2. Define "attention." How does voluntary attention grow? What are the chief things we should provide for in training attention?
3. What are the points which must always be attended to in an object lesson in observation? Give an example; and state what changes you would make in order to convert your lesson into one in generalization.
4. On what conditions does reproductive memory depend? What are the laws of association, and how do they help or obstruct memory?
5. Show that discrimination and assimilation together form the groundwork of all knowledge. What is a "concept," and how is it formed?
6. What is the mental process involved in "Constructive Imagination"? How would you proceed in order to make a literature lesson a training in constructive imagination?
7. What do you understand by the terms "judgment" and "reasoning"? Distinguish between deductive and inductive reasoning, and give examples. What are the most marked characteristics of a child's reasoning, and how would you deal with them?
8. What feelings are most markedly manifested in childhood? How would you deal with them? Describe the nature, conditions, and educational uses of sympathy.
9. On what do the intellectual and æsthetic sentiments depend? How would you train the latter in the case of children under 12 years of age? Define "taste."
10. What constitutes "character"? What parts do rewards and punishments, discipline, and authority play in its formation? Distinguish between character and conduct.

HIGHER CERTIFICATE, MIDSUMMER, 1889.

PRACTICE OF EDUCATION.

[Time allowed, three hours. Only eight questions to be answered, viz: Nos. 1 and 2 and any six others.]

1. In opening a kindergarten for 20 children, varying in age from 3 to 8 years, state briefly—(a) the accommodation required; (b) the teaching staff; (c) the furniture, books, and kindergarten material needed; (d) the best means of obtaining what is required, and the approximate cost.
2. Draw up a time-table for the above kindergarten, classify the children in two divisions, and let the number of school hours be 25 in the week.
3. Write a sketch lesson on one of the following subjects: (a) An animal, (b) a flower, (c) an article of food or clothing, and adapt it to three different ages of children.
4. Contrast Pestalozzi's, Froebel's, and Mr. Sonnenschein's systems of teaching arithmetic; say which you consider the best, and your reasons for your preference.
5. Classify the kindergarten gifts and occupations; say which you consider educationally the most important, and the ages of children for which they are best suited.
6. At 7 years of age, what do you think a child of average ability ought to know, supposing it to have attended a kindergarten pretty regularly for the last $3\frac{1}{2}$ years?
7. Enumerate the different systems of teaching reading in most general use; say which you prefer, and the way you would commence reading with your children.
8. Give a list of 12 kindergarten games suitable for children under 6 years of age, and also 12 for older children; take a specimen game from each list, and say how it should be introduced, taught, and played with the children.
9. Take any two of the following occupations or gifts, and say how you would arrange a course of lessons for children under 7 years of age: (a) Gifts III to VI, (b) paper folding, (c) mat plaiting, (d) stick laying, (e) tablets, or laths.
10. Give a brief sketch of a term's lessons to children from 6 to 8 years of age on one of the following subjects: (a) Elementary geometry, (b) physical geography, (c) arithmetic, (d) writing.

HIGHER CERTIFICATE, MIDSUMMER, 1889.

PHYSIOLOGY AND HYGIENE.

[Time, two hours. Do not attempt more than six questions.]

1. Describe in detail what happens to the blood between two successive times of its entering the aorta.
2. What is the composition of atmospheric air? What are the changes effected in it by respiration? Give the average amount of oxygen absorbed by a healthy adult in twenty-four hours.
3. Describe the structure of the duodenum, and the changes the food undergoes in that part of the intestine.
4. What is the normal temperature of the human body? Within what limits does it vary? How is it kept within these limits?
5. In what manner are bread, meat, butter, and potatoes digested?
6. Compare the effects of active and prolonged exercise with the ordinary changes which take place in the body during rest.
7. What happens in the disease called "rickets"? Who is to blame for it? How might the disease be avoided?
8. Why have little children less power of resisting cold than adults?
9. Which postures ought to be avoided by growing children as adverse to harmonious physical development?
10. Describe the best structure and correct measurements of a school desk.

HIGHER CERTIFICATE, MIDSUMMER, 1889.

NATURAL SCIENCE.

[Time, two hours. Only two to be attempted in each of the four sections.]

A.

1. What is a stamen? What is its use? What experiments would you make to [prove your assertion?
2. Draw a strawberry and name the various parts. What changes has the original flower undergone?
3. Describe the effects of (1) green plants, (2) fungi, upon the air around them.

B.

4. Describe the life history of a silkworm.
5. Give some account of the mole and its habits.
6. How do fish breathe? Why do they soon die when taken out of the water?

C.

7. What are lungs? What takes place in them? Why should children be taught to breathe through the nose and not through the mouth?
8. Explain your objection to the following proceedings:
 - (1) Drinking much at meals.
 - (2) Reading by insufficient light.
 - (3) Taking a cold bath when you are in a perspiration.

D.

9. Why should a tea pot have a hole in the lid, if the latter be close fitting?
10. How would you rapidly separate (1) sand from sugar, (2) brass pins from needles, (3) grains of gold from earth?
11. Sprinkling water about a room lowers the temperature very considerably. How is this?

HIGHER AND ELEMENTARY CERTIFICATE, MIDSUMMER, 1889.

BLACKBOARD DRAWING.

[Time allowed, one hour. The drawings to be made on brown paper with white chalk. The paper to be pinned firmly on the blackboard, and the drawings made as in class.]

1. Draw (a) an animal, (b) plant, and (c) object. One only of each as they are arranged below. Lowest number begins. Repeat if there are more students.

| | 1 | 2 | 3 | 4 | 5 |
|---|----------------------------|--------------------|---------------------------|----------------------------|------------------|
| a | Horse. | Pigeon. | Butterfly. | Duck. | Hen. |
| b | Buttercup flower and leaf. | Apple and blossom. | Bluebell flower and leaf. | Pea flower fruit and leaf. | Wheat and plant. |
| c | Teapot. | Wheel. | Cup and saucer. | Gate. | Stool. |

| | 6 | 7 | 8 | 9 | 10 |
|---|---------------------------|-------------------------|----------------------|----------------|---------------------|
| a | Fish. | Ant. | Cat. | Woman. | Spider. |
| b | Wild rose leaf and fruit. | Cherry flower and leaf. | Wallflower and leaf. | Lily and bulb. | Acorn and oak leaf. |
| c | Barn. | Bird's nest. | Bridge. | Beehive. | Window. |

2. Draw a human figure, animal, or bird familiar to children.
 - (a) For sticklaying and for simple copy for little children.
 - (b) For older children.
 - (c) Teachers' drawing.

3 D.

3. Draw from the objects direct on the blackboard:

(a) A chair, on it a large basin or flower-pot.

(b) Any single flower, enlarged for class.

4. Illustrate:

(a) "All about this little house
Runs and nibbles this little mouse.
Up these little steps we go,
And peep out of the window too.
Within the room a table high,
On it this great fish doth lie.
Here the showy rooster crows,
Here the little rabbit goes."

(b) "Hasten to the meadows, Peter!
Mow the grass, what can be sweeter?
Bring us home the fragrant fodder
For the cow, for milk and butter."

APPENDIX A.

Development of the work of the British and Foreign School Society.

Time-table Stockwell Training College, 1873.

STOCKWELL INFANT PRACTICING SCHOOL.

| Time. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. |
|----------------|---|---|--|--|---|
| Morning: | | | | | |
| 9 to 9.10.... | Repeating words of school songs. | Repeating words of school songs. | Repeating words of school songs. | Repeating words of school songs. | Repeating words of school songs. |
| 9.10 to 9.30.. | (1) School opened with singing and prayer. (2) Registers marked. | (1) School opened with singing and prayer. (2) Registers marked. | (1) School opened with singing and prayer. (2) Registers marked. | (1) School opened with singing and prayer. (2) Registers marked. | (1) School opened with singing and prayer. (2) Registers marked. |
| 9.30 to 10... | Scripture: Divisions I, II, III, and IV, Old Testament (pupil-teacher). | Scripture: Divisions I and II, New Testament (mistress); III and IV, New Testament (pupil-teacher). | Scripture: Divisions I and II, Old Testament (mistress); III and IV, Old Testament (pupil-teacher). | Scripture: Divisions I and II,*Commandments or Lord's Prayer (pupil-teacher); III, Scripture print (mistress or pupil-teacher); IV, moral print (pupil-teacher). | Scripture, Miscellaneous: I and II, senior student or pupil-teacher; III, mistress; IV, pupil-teacher. |
| 10 to 10.15.. | Change and physical exercise. | Change and physical exercise. | Change and physical exercise. | Change and physical exercise. | Change and physical exercise. |
| 10.15 to 11.. | Number: Division I, Stand. I, arithmetic; II and III, addition and subtraction up to 20 (students and pupil-teacher). | Number: Division I, Stand. I, arithmetic; II and III, addition and subtraction up to 20 (students and pupil-teacher). | Number: Division I, Stand. I, arithmetic; II and III, addition and subtraction up to 20 (pupil-teacher). | Number: Division I, Stand. I, arithmetic; II and III, addition and subtraction up to 20 (students and pupil-teacher). | Number: Division I, Stand. I, arithmetic; II and III, addition and subtraction up to 20 (students and pupil-teacher). |
| 11 to 11.10.. | Spelling: Common household words (students and pupil-teacher). | Spelling: Common household words (students and pupil-teacher). | Spelling: Common household words (students and pupil-teacher). | Spelling: Common household words (students and pupil-teacher). | Spelling: Common household words (students and pupil-teacher). |

* Moral lessons sometimes substituted for Division I.

APPENDIX A—Continued.

Time-table Stockwell Training College, 1873—Continued.

STOCKWELL INFANT PRACTICING SCHOOL—Continued.

| Time. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. |
|-----------------------------|--|--|---|--|--|
| 11.10 to 11.25 | Recreation and drill in playground. | Recreation and drill in playground. | Recreation and drill in playground. | Recreation and drill in playground. | Recreation and drill in playground. |
| 11.25 to 12.. | Singing: Divisions I and II (mistress), III and IV (pupil-teacher). | Gallery lessons: Division I, natural history; II, object; III, form or color (alternating); IV, pupil-teacher. | Gallery lessons: Division I, object; II, natural history; III, object; IV, natural history (pupil-teacher). | Gallery lessons: Division I, natural history or object; II, the same; III, form or color; IV, the same. | Reading classes (students and pupil-teacher). |
| Afternoon: 2 to 2.10.... | Marking and closing registers. | Marking and closing registers. | Marking and closing registers. | Marking and closing registers. | Marking and closing registers. |
| 2.10 to 3.10. | Kindergarten occupations (students and pupil-teacher). | Reading for Divisions I, II, and III; learning letters for division IV (students and pupil-teacher). | Reading for Divisions I, II, and III; learning letters for division IV (pupil-teacher). | Reading for Divisions I, II and III; learning letters for division IV (students and pupil-teacher). | Reading for Divisions I, II, and III; learning letters for division IV (students and pupil-teacher). |
| 3.10 to 3.20. | Change and physical exercise. | Change and physical exercise. | Change and physical exercise. | Change and physical exercise. | Change and physical exercise. |
| 3.20 to 4.... | Writing: Lesson on black-board, capital and small letters (students and pupil-teachers). | Dictionation for Divisions I and II; forming letters for Divisions III and IV (students and pupil-teacher). | Writing on slates (pupil-teacher). | Transcribing, Divisions I and II (students and pupil-teacher); forming letters, Divisions III and IV (students and pupil-teacher). | Writing on slates (students and pupil-teacher). |
| 4 to 4.10.... | Dressing to go home. | Dressing to go home. | Dressing to go home. | Dressing to go home. | Dressing to go home. |
| 4.10 to 4.15. | Closing school with singing and prayer. | Closing school with singing and prayer. | Closing school with singing and prayer. | Closing school with singing and prayer. | Closing school with singing and prayer. |

NOTE.—A second-year student acts as the mistress of the school on Wednesdays.

APPENDIX A—Continued.

Stockwell Training College, 1877.

TIME TABLE, INFANT PRACTICING SCHOOL.

| Time. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. |
|-------------------|--|--|--|--|--|
| 9 to 9.19..... | Repeating words of school songs. | Repeating words of school songs. | Repeating words of school songs. | Repeating words of school songs. | Repeating words of school songs. |
| 9.10 to 9.30..... | School opened with singing and prayer. (2) Registers marked. | School opened with singing and prayer. (2) Registers marked. | School opened with singing and prayer. (2) Registers marked. | School opened with singing and prayer. (2) Registers marked. | School opened with singing and prayer. (2) Registers marked. |
| 9.30 to 10..... | Repeating Scripture (pupil-teachers). (2) Registers closed. | Scripture lessons, Old Testament (mistress and pupil-teacher). | Scripture lessons, New Testament (mistress and pupil-teacher). | Scripture lessons (pupil-teachers). | Scripture lessons (mistress and pupil-teacher). |
| 10 to 10.15..... | Change and physical exercise. | Change and physical exercise. | Change and physical exercise. | Change and physical exercise. | Change and physical exercise. |
| 10.15 to 11..... | Writing on slates (pupil-teachers). | Number: (1) Mental; (2) on blackboard. | Reading..... | Number..... | Number. |
| 11 to 11.10..... | Spelling on blackboard. | Spelling on blackboard. | Spelling on blackboard. | Spelling on blackboard. | Spelling on blackboard. |
| 11.10 to 11.25... | Recreation in playground. | Kindergarten games. | Recreation in playground. | Kindergarten games. | Recreation in playground. |
| 11.25 to 12..... | Number: (1) Mental; (2) on blackboard and slates. | Reading..... | Gallery lessons (pupil-teachers). | Gallery lessons (students). | Gallery lessons (students). |
| 2 to 2.15..... | Registers marked and closed. | Registers marked and closed. | Registers marked and closed. | Registers marked and closed. | Registers marked and closed. |
| 2.15 to 3.15..... | Kindergarten occupations (students and pupil-teachers). | Dictation (boys), needlework (girls). | Writing (boys), needlework (girls). | Dictation (boys), needlework (girls). | Reading. |
| 3.15 to 3.30..... | Change and physical exercise. | Change and physical exercise. | Change and physical exercise. | Change and physical exercise. | Change and physical exercise. |
| 3.30 to 4..... | Spelling (students). | Reading (students). | Singing..... | Reading..... | Marching and kindergarten games. |
| 4 to 4.15..... | School closed with singing and prayer. (2) Dressing. | School closed with singing and prayer. (2) Dressing. | School closed with singing and prayer. (2) Dressing. | School closed with singing and prayer. (2) Dressing. | School closed with singing and prayer. (2) Dressing. |

TIME TABLE, KINDERGARTEN, 1877.

| Time. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. |
|------------------|-----------------------|---|--------------------------------------|---|------------------------|
| 9.15..... | Hymn and poetry. | Scripture stories, hymn. | Hymn and poetry. | Scripture stories; hymn. | Hymn and poetry. |
| 9.45..... | Marking of registers. | Marking of registers. | Marking of registers. | Marking of registers. | Marking of registers. |
| 10..... | Building..... | Pricking, stick-laying. | Pea work, planes of wood. | Building..... | Drawing, stick-laying. |
| 10.40..... | Gymnastic games. | Gymnastic games. | Gymnastic games. | Gymnastic games. | Gymnastic games. |
| 11.20 to 12..... | Drawing, sewing. | Modeling in clay, drawing, threading of straws and paper. | Drawing, thread-laying, ring-laying. | Modeling in clay, drawing, threading of straws and paper. | Drawing, sewing. |
| 2.10..... | Marking of registers. | Marking of registers. | Marking of registers. | Marking of registers. | Marking of registers. |
| 2.10..... | Paper-folding... | Paper-cutting, mat-plaiting. | Mat-plaiting, pricking. | Paper-cutting, mat-plaiting. | Paper-folding. |

APPENDIX A—Continued.

Stockwell Training College, 1877—Continued.

GIFT I.

| Time. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. |
|------------|------------------|------------------|------------------|------------------|------------------|
| 3..... | Gymnastic games. | Gymnastic games. | Gymnastic games. | Gymnastic games. | Gymnastic games. |
| 3.35 | Ball games | Natural history. | Stories | Natural history. | Ball games. |
| 4..... | Closing hymn .. | Closing hymn .. | Closing hymn.. | Closing hymn. | Closing hymn. |

Stockwell Training College, 1882.

KINDERGARTEN, CLASSES I AND II.

| Time. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. |
|---------------------|-------------------|-----------------|-------------------|----------------|-----------------|
| 9.30 to 10..... | Hymn | Hymn and story. | Hymn and poetry | Hymn | Hymn and story. |
| 10 to 10.40..... | Occupations | Occupations .. | Occupations..... | Occupations .. | Occupations. |
| 10.40 to 11.20..... | Games..... | Games..... | Games..... | Games..... | Games. |
| 11.20 to 12..... | Occupations..... | Occupations .. | Occupations..... | Occupations .. | Occupations. |
| 12 to 12.10 | Closing hymn .. | Closing hymn. | Closing hymn | Closing hymn. | Closing hymn. |

KINDERGARTEN, TRANSITION CLASS.

| Time. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. |
|---------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 9 to 9.15..... | Hymn | Hymn | Hymn | Hymn | Hymn. |
| 9.15 to 10..... | Reading and writing. | Reading and writing. | Reading and writing. | Reading and writing. | Reading and writing. |
| 10 to 10.40..... | Arithmetic | Natural history. | Poetry | Arithmetic | Arithmetic. |
| 10.40 to 11.15..... | Games..... | Games..... | Occupations..... | Games..... | Games. |
| 11.15 to 12..... | Occupations..... | Occupations .. | Games | Occupations .. | Occupations. |
| 12 to 12.10..... | Closing hymn .. | Closing hymn. | Closing hymn..... | Closing hymn. | Closing hymn. |

KINDERGARTEN SCHOOL, CLASSES IV AND V.

| Time. | Class. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. |
|---------------------|-------------|--------------------|-------------------------------------|--------------------------------|---------------------------------|-------------------------------------|
| 9 to 9.15..... | { IV V } | Hymn | Hymn | Hymn | Hymn | Hymn. |
| 9.15 to 10..... | { IV V } | Reading | { Arithmetic Sums } | Poetry..... | Reading | { Arithmetic. Sums. } |
| 10 to 10.40..... | { IV V } | Scripture..... | { Natural history. Writing ... } | { Poetry..... Arithmetic. } | Scripture | { Natural history. Reading. } |
| 10.40 to 11.15..... | { IV V } | Drawing | { Reading ... Singing..... } | Gymnastics .. | { Writing ... Drawing..... } | { Reading. Home geography. } |
| 11.15 to 12..... | { IV V } | Grammar..... | Geography..... | Gymnastics .. | Singing..... | Geography. |
| 2.30 to 3.15..... | { IV V } | Writing | { Natural history. Reading ... } | Occupations .. | Grammar..... | { Natural history. Reading. } |
| 3.15 to 4..... | { IV V } | Mental arithmetic. | { Reading ... Arithmetic } | Gymnastics .. | { Writing ... Singing..... } | { Natural history. Arithmetic. } |

APPENDIX A—Continued.

Stockwell Training College, 1888.

TIME-TABLE.—INFANT PRACTICING SCHOOL.

| Time. | Class. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. |
|-------------------|-----------------------|---|--|--|--|---|
| Morning: | | | | | | |
| 9 to 9:05..... | { 1 2 3 4 | Marking of registers. | Marking of registers. | Marking of registers. | Marking of registers. | Marking of registers. |
| 9:05 to 9:10..... | { 1 2 3 4 | Opening prayer. | Opening prayer. | Opening prayer. | Opening prayer. | Opening prayer. |
| 9:10 to 9:40 | { 1 2 3 4 | Learning Scripture verses or hymns. | Scripture lesson. | Scripture lesson. Singing..... | Singing..... Scripture story or verses. | Singing, or object lesson (9:30 to 10). |
| 9:40 to 9:50 | { 1 2 3 4 | Tables or spelling and closing of registers. | Tables or spelling and closing of registers. | Tables or spelling and closing of registers. | Tables or spelling and closing of registers. | Tables or spelling and closing of registers. |
| 9:50 to 10:20 ... | { 1 2 3 4 | Reading Writing | Reading Number | Recitation .. do | Reading Writing (books). | Reading. Writing. |
| 10:20 to 11 | { 1 2 3 4 | Reading Writing Number | Reading Number Object lesson. | Reading Writing Reading (books). | Reading Writing Reading | Reading. Writing. Reading. |
| 11 to 11:20 | { 1 2 3 4 | Exercises, singing, or play. | Exercises, singing, or play. | Exercises, singing, or play. | Exercises, singing, or play. | Exercises, singing, or play. |
| 11:20 to 12 | { 1 2 3 4 | Writing Number do do | Number Reading Number Reading | Geography .. do Recitation .. do | Number do do do | Writing. Number. Do. Do. |
| Afternoon: | | | | | | |
| 2 to 2:05 | { 1 2 3 4 | Marking of registers. | Marking of registers. | Marking of registers. | Marking of registers. | Marking of registers. |
| 2:15 to 2:20 | { 1 2 3 4 | Closing of registers. | Closing of registers. | Closing of registers. | Closing of registers. | Closing of registers. |
| 2 to 2:50 | { 1 2 3 4 | Boys, drawing. do Girls, knitting. do | Boys, drawing. do Girls, knitting. do | Boys, drawing. do Girls, sewing. do | Boys, drawing. do Girls, sewing. do | Sewing, to illustrate object lessons. Writing. Do. |
| 2:50 to 3 | { 1 2 3 4 | Change or play. Reading | Change or play. Reading | Change or play. Boys, spelling. do | Change or play. Reading | Change or play. Reading. |
| 3 to 3:30 | { 1 2 3 4 | do Spelling do Modeling in clay. | do Writing do Writing | do Girls, drawing. do Reading | do do do Geography .. | do Do. Do. Making balls. Physical exercises. |
| 3:30 to 4 | { 1 2 3 4 | Sewing, to illustrate object lessons. Dismissal..... | Reading Making balls. Dismissal..... | do Threading beads. Dismissal. | Sewing, to illustrate object lessons. Dismissal... | Marching and games. Dismissal. |

APPENDIX A—Continued.

Stockwell Training College, 1888—Continued.

TIME-TABLE—KINDERGARTEN.

| Time. | Class. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. |
|----------------------|----------------------|---|---|--|---|---|
| Morning: | | | | | | |
| 9 to 9:05 | { I II III} | Marking of registers. | Marking of registers. | Marking of registers. | Marking of registers. | Marking of registers. |
| 9:05 to 9:30 | { I II III} | Hymns and texts. | Singing..... do do | Scripture... Hymns..... do | Scripture.... do do | Singing. Do. Scripture. |
| 9:30 to 9:40 | { I II III} | Closing of registers. | Closing of registers. | Closing of registers. | Closing of registers. | Closing of registers. |
| 9:40 to 10:15 | { I II III} | Reading.... do Number (sticks). | Arithmetic... Reading..... Number (tablets). | Reading.... do Number (beads). | Arithmetic... Reading..... Number (bricks). | Arithmetic. Reading. Number (sticks). |
| 10:15 to 10:45 | { I II III} | Games and physical exercises. | Games and physical exercises. | Games and physical exercises. | Games and physical exercises. | Games and physical exercises. |
| 10:45 to 11:15 | { I II III} | Writing.... Drawing.... Form (tablets). | Writing..... Drawing..... Form (bricks). | Arithmetic. Drawing..... Form (sticks). | Writing..... Drawing..... do | Writing. Drawing. Do. |
| 11:15 to 11:55 | { I II III} | Arithmetic. Number (sticks). Drawing.... | Reading (11:15 to 11:30). Object lesson (11:30 to 12). Number (bricks). | Modeling... Number (tablets). | Reading (11:15 to 11:30). Object lesson (11:30 to 12). Number (11:15 to 11:30). Object lesson (11:30 to 12). Form (11:15 to 11:30). Object lesson (11:30 to 12). | Reading. Number (tablets). Form (tablets). |
| 11:55 to 12..... | { I II III} | Dismissal... | Dismissal.... | Dismissal... | Dismissal.... | Dismissal. |
| Afternoon: | | | | | | |
| 2 to 2:05 | { I II III} | Marking of registers. | Marking of registers. | Marking of registers. | Marking of registers. | Marking of registers. |
| 2:05 to 2:25 | { I II III} | Boys, pricking. Girls, needlework. Sewing.... do | Boys, tables.... Girls, knitting. Drawing.... do | Writing... Sewing.... do | Boys, writing. Girls, needlework. Drawing.... do | Boys, pea work. Girls, knitting. Sewing. Do. |
| 2:25 to 2:30 | { I II III} | Closing of registers. | Closing of registers. | Closing of registers. | Closing of registers. | Closing of registers. |
| 2:30 to 3 | { I II III} | Pricking.... Needlework. Paper-folding. do | Writing..... Knitting.... Mat-plaiting. do | Arithmetic { Knitting.... Paper-folding. do | Reading..... Knitting.... Paper-folding. do | Pea work. Needlework. Mat-plaiting. Do. |
| 3 to 3:10 | { I II III} | Singing and exercise. | Singing and exercise. | Singing and exercise. | Reading (3 to 3:30). Sewing (3 to 3:30). do | Modeling (3 to 3:30). Sewing (3 to 3:30). Do. |
| 3:10 to 3:50 | { I II III} | Paper-cutting. Modeling... Sewing.... | Reading..... Sewing..... Beads..... | Reading.... Building.... Sewing.... | Drill (3:30 to 4). do Sewing (3:30 to 4). | Singing (3:30 to 4). Do. Sewing (3:30 to 4). |
| 3:50 to 4 | { I II III} | Dismissal... | Dismissal.... | Dismissal... | Dismissal.... | Dismissal. |

APPENDIX A—Continued.

Saffron Walden Training College and School, 1889.

TIME-TABLE, KINDERGARTEN AND TRANSITION CLASS.

| Day and hour. | Class— | | | |
|-----------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| | I. | II. | III. | IV and V. |
| <i>Morning (a).</i> | | | | |
| Monday: | | | | |
| 9:45..... | Opening school. Scripture verses. | Opening school. Scripture verses. | Opening school. Scripture verses. | Opening school. Scripture verses. |
| 10..... | Jointed lath (c)..... | Gift (4)..... | Sums..... | Sums. |
| 10:30..... | Gift (3)..... | Sticks and rings (c)..... | Reading..... | Reading. |
| 11..... | Lunch and games..... | Lunch and games..... | Lunch and games..... | Lunch and tables. |
| 11:30..... | Threads..... | Threads..... | Writing..... | Writing.* |
| Tuesday: | | | | |
| 9:45..... | Opening school. Scripture story. | Opening school. Scripture story. | Opening school. Scripture story. | Opening school. Scripture story. |
| 10..... | Gift (3)..... | Sticks and rings (c)..... | Sums..... | Sums. |
| 10:30..... | Jointed lath (c)..... | Gift (4)..... | Reading..... | Reading. |
| 11..... | Lunch and games..... | Lunch and games..... | Lunch and games..... | Lunch and dicta- tion. |
| 11:30..... | Sewing..... | Sewing..... | Sewing..... | Sewing. |
| Wednesday: | | | | |
| 9:45..... | Opening school. Scripture verses. | Opening school. Scripture verses. | Opening school. Scripture verses. | Opening school. Scripture verses. |
| 10..... | Gift (3)..... | Mat weaving (c)..... | Paper cutting..... | Sums. |
| 10:30..... | Mat weaving..... | Gift (4)..... | Reading..... | Reading. |
| 11..... | Lunch and games..... | Lunch and games..... | Lunch and games..... | Lunch and tables. |
| 11:30..... | Drawing (objects)..... | Drawing (objects)..... | Object lesson..... | Object lesson. |
| Thursday: | | | | |
| 9:45..... | Opening school. Scripture story. | Opening school. Scripture story. | Opening school. Scripture story. | Opening school. Scripture story. |
| 10..... | Gift (3)..... | Sticks and rings (c)..... | Gift (4 or 5)..... | Sums. |
| 10:30..... | Jointed lath..... | Gift (4)..... | Sums..... | Gift (5). |
| 11..... | Lunch and games..... | Lunch and games..... | Lunch and games..... | Lunch and games. |
| 11:30..... | Sewing..... | Sewing..... | Drawing..... | Drawing. |
| Friday: | | | | |
| 9:45..... | Opening school. Scripture verses. | Opening school. Scripture verses. | Opening school. Scripture verses. | Opening school. Scripture verses. |
| 10..... | Gift (3)..... | Sticks and rings (c)..... | Sums..... | Sums. |
| 10:30..... | Jointed lath (c)..... | Gift (4)..... | Reading..... | Reading. |
| 11..... | Lunch and games..... | Lunch and games..... | Lunch and games..... | Lunch and dicta- tion. |
| 11:30..... | Drawing..... | Drawing..... | Object lesson..... | Object lesson. |
| <i>Afternoon (b).</i> | | | | |
| Monday: | | | | |
| 2:30..... | Mat weaving..... | Mat weaving..... | Geography..... | Drawing. |
| 3..... | Games..... | Games..... | Recitation..... | Recitation. |
| 3:30..... | Beads..... | Beads..... | Writing..... | Geography. |
| Tuesday: | | | | |
| 2:30..... | Drawing..... | Drawing..... | Paper folding..... | Writing. |
| 3..... | Singing..... | Singing..... | Singing..... | Singing. |
| 3:30..... | Sewing..... | Sewing..... | Reading..... | Grammar. |
| Wednesday: | | | | |
| 2:30..... | Beads..... | Beads..... | Reading..... | Reading. |
| 3..... | Games..... | Paper folding..... | Grammar..... | Dictation. |
| 3:30..... | Threads..... | Threads..... | Writing..... | History. |
| Thursday: | | | | |
| 2:30..... | Mat weaving..... | Mat weaving..... | Mat weaving..... | Writing. |
| 3..... | Singing..... | Singing..... | Reading..... | Reading. |
| 3:30..... | Sewing..... | Sewing..... | Writing..... | Geography. |
| Friday: | | | | |
| 2:30..... | Threads..... | Threads..... | Drawing..... | Drawing. |
| 3..... | Recitation..... | Recitation..... | Recitation..... | Recitation. |
| 3:30..... | Modeling (c)..... | Modeling (c)..... | Reading..... | Grammar. |

a Registers marked and closed at 9:55; dismissal at 12 o'clock.

b Registers marked and closed at 2:25; dismissal at 4 o'clock.

c These as the year goes on develop into other but similar occupations.

APPENDIX A—Continued.

Herold's School, Bermondsey.

TIME-TABLE, INFANTS' DEPARTMENT, 1888.

| Time. | Class. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. |
|-----------------|------------------|---|--|--|--|--|
| Morning: | | | | | | |
| 9..... | 1 2 3 4 | Opening school, texts, etc. | Opening school, texts, etc. | Opening school, texts, etc. | Opening school, texts, etc. | Opening school, texts, etc. |
| 9:10..... | 1 2 3 4 | Holy Scripture. | Holy Scripture. | Holy Scripture. | Holy Scriptures. | Holy Scripture. |
| 9:30 to 9:55.. | 1 2 3 4 | Number..... do..... Reading..... do..... | Number..... do..... Reading..... do..... | Number..... do..... Reading..... do..... | Number..... do..... Reading..... do..... | Number. Do. Reading. Do. |
| 9:55..... | 1 2 3 4 | Registers marked and closed. | Registers marked and closed. | Registers marked and closed. | Registers marked and closed. | Registers marked and closed. |
| 10 to 10:30.... | 1 2 3 4 | Reading..... do..... Writing..... do..... | Reading..... do..... Writing..... do..... | Reading..... do..... Writing..... do..... | Reading..... do..... Writing..... do..... | Reading. Do. Writing. Do. |
| 10:30 to 11.... | 1 2 3 4 | do..... do..... Reading..... do..... | do..... do..... Reading..... do..... | do..... do..... Reading..... do..... | do..... do..... Reading..... do..... | Do. Do. Reading. Do. |
| 11..... | 1 2 3 4 | Drill, recreation, etc. | Drill, recreation, etc. | Drill, recreation, etc. | Drill, recreation, etc. | Drill, recreation, etc. |
| 11:15 to 11:45 | 1 2 3 4 | Reading..... do..... Kindergarten. do..... | Object lesson do..... do..... do..... | Singing..... do..... do..... do..... | Reading..... do..... Number..... do..... | Reading. Do. Kindergarten Do. |
| 11:45..... | 1 2 3 4 | Mental arithmetic, tables, etc. | Mental arithmetic, tables, etc. | Mental arithmetic, tables, etc. | Mental arithmetic, tables, etc. | Mental arithmetic, tables, etc. |
| 12..... | 1 2 3 4 | Dismissal.... | Dismissal.... | Dismissal.... | Dismissal.... | Dismissal. |
| Afternoon: | | | | | | |
| 2..... | 1 2 3 4 | Repeating songs, etc. | Repeating songs, etc. | Repeating songs, etc. | Repeating songs, etc. | Repeating songs, etc. |
| 2:5..... | 1 2 3 4 | Registers marked and closed. | Registers marked and closed. | Registers marked and closed. | Registers marked and closed. | Registers marked and closed. |
| 2:15..... | 1 2 3 4 | Reading..... | Needlework. | Knitting..... | Needlework. | Reading. |
| 2:45 to 3..... | 1 2 3 4 | Number..... | Needlework. | Knitting..... | Needlework. | Number. |
| 3..... | 1 2 3 4 | Kindergarten games, play, etc. | Kindergarten games, play, etc. | Kindergarten games, play, etc. | Kindergarten games, play, etc. | Kindergarten games, play, etc. |
| 3:15..... | 1 2 3 4 | Kindergarten | Reading..... | Recitation... | Reading..... | Kindergarten. |
| 4:15..... | 1 2 3 4 | Prayer and dismissal. | Prayer and dismissal. | Prayer and dismissal. | Prayer and dismissal. | Prayer and dismissal. |

APPENDIX A—Continued.

Herold's School, Bermondsey—Continued.

KINDERGARTEN TIME-TABLE, CHILDREN UNDER 5.

| Time. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. |
|-------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Morning: | | | | | |
| 8:50..... | Learn hymn; open school. | Learn hymn; open school. | Learn hymn; open school. | Learn hymn; open school. | Learn hymn; open school. |
| 9:10..... | Holy Scrip- ture. | Holy Scrip- ture. | Holy Scrip- ture. | Holy Scrip- ture. | Holy Scrip- ture. |
| 9:30..... | Learningsongs. | Learningsongs | Learningsongs | Learningsongs | Learningsongs |
| 9:45..... | Registers marked and closed. | Registers marked and closed. | Registers marked and closed. | Registers marked and closed. | Registers marked and closed. |
| 9:55..... | Ball games, etc. | Ball games, etc. | Ball games, etc. | Ball games, etc. | Ball games, etc. |
| 10:45..... | Play..... | Play..... | Play..... | Play..... | Play..... |
| 11..... | Stick laying.... | Stick laying.. | Stick laying.. | Stick laying.. | Stick laying. |
| Afternoon: | | | | | |
| 1:45..... | Learn song.... | Learn song.... | Learn song.... | Learn song.... | Learn song. |
| 2:5..... | Registers marked and closed. | Registers marked and closed. | Registers marked and closed. | Registers marked and closed. | Registers marked and closed. |
| 2:15..... | Stick laying.... | Paper tearing | Paper folding. | Paper tearing. | Stick laying. |
| 3..... | Exercises..... | Exercises..... | Exercises..... | Exercises..... | Exercises. |
| 3:15..... | Ball games, molding, etc. | Ball games, molding, etc. | Ball games, molding, etc. | Ball games, molding, etc. | Ball games, molding, etc. |
| 4..... | Close school and dismiss. | Close school and dismiss. | Close school and dismiss. | Close school and dismiss. | Close school and dismiss. |

British school, Northfleet.

TIME TABLE—INFANTS' CLASS—1838.

| Time. | Monday. | Tuesday. | Wednesday. | Thursday. | Friday. |
|----------------------|---|---|---|---|---|
| Morning: | | | | | |
| 9 to 9:10..... | Tables..... | Tables..... | Tables..... | Tables..... | Tables. |
| 9:10 to 9:30 | Scripture les- son. Mark- ing register. | Scripture les- son. Mark- ing register. | Scripture les- son. Mark- ing register. | Scripture les- son. Mark- ing register. | Scripture les- son. Mark- ing register. |
| 9:30 to 10 | Reading..... | Arithmetic | Writing | Reading | Arithmetic. |
| 10 to 10:30 | Writing..... | Reading | Reading | Writing | Reading. |
| 10:30 to 11 | Reading..... | Figures..... | Writing | Reading | Writing. |
| 11 to 11:15 | Arithmetic..... | Writing | Spelling | Arithmetic..... | Spelling. |
| 11:15 to 11:55 | Number..... | Writing | Number | Figures..... | Number. |
| 11:55 to 12 | Recreation | Recreation..... | Recreation..... | Recreation..... | Recreation. |
| 11:15 to 11:55 | Lesson on form and color. | Object les- son. (a) | Kindergarten. | Object lesson. | Kindergarten. |
| 11:55 to 12 | Dismissal..... | Dismissal..... | Dismissal..... | Dismissal..... | Dismissal. |
| Afternoon: | | | | | |
| 2 to 3 | Needlework..... | Knitting..... | Needlework .. | Knitting..... | Needlework. |
| 3 to 3:30 | Reading..... | Writing | Reading | Writing | Reading. |
| 3:30 to 4..... | Writing..... | Reading | Writing | Reading | Writing. |
| 3:30 to 4..... | Recitation | Singing..... | Writing..... | Singing (a).... | Number. |
| 4 to 4:10 | Dismissal..... | Dismissal..... | Dismissal..... | Dismissal..... | Dismissal. |

a Given by mistress.

APPENDIX B.

Paper read before the Froebel Society, London, by Miss E. A. Manning, May 11, 1889.

THE KINDERGARTEN IN INDIA.

One proof of the soundness of Froebel's principles of education lies in the fact that they have been found practically useful in the training of children of various nations and of various races. The experiment made in a retired German village had within it such wise elements that it has extended itself with success not only into many countries of Europe and into America, but also to the East. At the Health Exhibition a few years ago we found that some of the little Japanese children share at least the interest of Froebel's occupations, and I wish to bring before you this evening some indications that his healthy natural system is beginning to be appreciated in India. Because Froebel observed children faithfully—and it is for his having done this, and having told us what he observed, that we owe him endless gratitude—it followed as a matter of course that the German villagers Gretchen and Häslein could not be the only children to profit by his discoveries. For boys and girls under 6 years old are very like each other all over the globe. Everywhere they have same eagerness to investigate as to what sort of a world they have entered. The same clinging dependence on their elders, the same impulse to test their new powers, the same sociability, the same faults, the same charm, the same method of development. Therefore, the German teacher and philosopher, while guiding the mothers of his own valleys, was really counseling mothers and teachers in countries and epochs far distant from his own.

It is true that there are hereditary differences, and differences due to variety in surroundings, which are noticeable even in the earliest stages of a child's life. National characteristics show their mark even before children can talk. One race of people is more active than another, one more vindictive, one more thoughtful, one has more delight in the beautiful, and as the phases of life in an individual are indissolubly linked together from beginning to end, such peculiar qualities exhibit themselves from the first. But Froebel's principles include so much width of application, they have such elasticity as well as strength, he looked so fully at human nature through the German villager's nature, that these differences can be met and dealt with easily. And after all even a dozen English children have almost as much variety of temperament and of tendency as if they were children of several nationalities. Froebel supplied certain leading truths, and, accepting these truths, those who can carry out his ideas have just to give due attention to special good or bad points of character and to the special aptitudes which need to be drawn out and exercised in accordance with race peculiarities, and thus his system becomes of world-wide application.

In regard to the practical methods of the kindergarten, however, it is very important that habits and circumstances should be taken carefully into account. One of Froebel's principles was that the child should always pass from the known to the unknown—that familiarity is valuable both in regard to mental and moral growth—and thus he followed the bent of the children around him in arranging his series of occupations. But he would have been the last to stereotype his methods, because in doing so he would have felt that he was going against his own principles. Even these methods, as children are so much alike in all countries, prove very much in accordance with tastes and tendencies everywhere. But it is most important to utilize the self-chosen occupations of the little ones of any particular nationality and to recognize and to fit things in with the associations that have molded them. Hence the introduction of the kindergarten into a fresh country requires much care and resource, much judgment and sympathy.

Now, I have lately returned from a visit to India, and I have been asked to give some information as to what is being done there in regard to kindergartens. Perhaps, when you have heard what I have to tell, you will consider that the kindergarten can hardly be said to exist in India, and I should almost agree with you. But there is a decided effort, especially in one part of India, to enliven the old methods of teaching, to introduce manual and physical training among the younger classes in schools, and to make the teachers understand better the nature of children. Therefore, though I have not much to tell you of kindergartens as we know them here, apart from school training and in connection with home influences, yet something is going on which is decidedly valuable, and which, but for all that has been spoken and written upon Froebel's principles, would not have been carried out. Moreover, there is continual progress noticeable, and with a large supply of qualified teachers very much more might be attempted; for the educated men of India have many of them heard and read of this kind of training, and they are very anxious to see it spread in their country.

The part of India which I have referred to as that where a decided effort is being made in the kindergarten direction is the Presidency of Madras. There is an excellent inspectress of girls' schools in that presidency, Mrs. Brander, who cares very much that the younger children in the schools should be appropriately dealt with. Mrs. Brander has spent many years in India, first as superintendent of the government training-school for mistresses, and now as inspectress. In her present capacity she visits numbers of girls' schools in distant districts as well as those in the city of Madras, and latterly a second inspectress, Miss Carr, has been appointed. These two ladies undertake the inspection, personally or through their deputies, of all the presidency girls' schools. In no other part of India is such an arrangement made; partly because it is not easy to find qualified ladies for the work and partly because Madras has always been rather forward, owing to the zeal of the missionaries, in education. Mrs. Brander was in England a few years ago, and she interested herself much about Froebel's methods and read books on the subject. She had, even before, as superintendent of the training college, adopted the occupations and games to a small extent in the practicing school, and gradually she has become more and more convinced of their value. Miss Carr, her colleague, was, till last December, head of the same training school, many students of which are now settled as teachers in various places. Miss Carr, partly with the help of two Madras students who spent a year or two in England, did a great deal to improve the infant classes of the practicing schools and to instill rational ideas on education into the minds of the students. So now Mrs. Brander and Miss Carr on their tour of inspection are able to encourage the former students and to keep up this standard of teaching, and they both pay special attention to the kindergarten teaching.

Mrs. Brander has seen the great importance of adapting the methods to the surroundings of the little Indian children. You can hardly realize how very narrow the life of these children is. Seldom going out of their houses; with no shops containing pictures and other educating objects to look at; living among elders who are extremely ignorant and who believe in all sorts of superstitions, and married, or, as we should call it, betrothed, before they are 10 or 12 years old, they grow up with unobservant faculties, untrained habits of conduct, no knowledge of the outside world, and altogether undeveloped. In the treatment of such children when they are allowed to attend school it is difficult to find a basis to work from. Even pictures do not readily convey ideas to them, and the games that are interesting to European children have to do with ways and phases of life of which they have never heard. At the same time these children have bright capacities, they are very eager to improve, and, as little pupils, they are exceptionally good. The great thing there is to utilize the sights and sounds that they are accustomed to, and the occupations which are familiar to them. Mrs. Brander devotes much care to this. She selects native songs that may be suitable, and the materials which can be bought in the bazaar (this for another reason also, that they are cheaper), and she lets the children practice beadwork, in which they are very ingenious, and play with familiar seeds and berries. Some of the native methods, as forming letters in the sand, are quite in accord with kindergarten plans, but in the old-fashioned schools the exercises are done without joyousness, with great monotony, and under severe threats and punishments. All the world over it seems to have been assumed that children hate learning, whereas to learn, under right conditions, is to most children a real pleasure.

Now, will you pay a visit with me in imagination to a school in Madras to which a kindergarten is attached—that is, the younger children are taught on Froebel's method, as far as it can be managed. Mrs. Brander and I went to see this school one morning during my visit to Madras, driving to it in that glorious Indian sunshine, of which there is not too much in December, though even then we have to protect ourselves against it. Well, we arrive in a rather crowded street at the central school and kindergarten, which, with five other schools, is supported by the Maharaja of Vizianagrum, and is under the supervision of the committee of the National Indian Association. The house is one of typical native arrangement. Entering from the street we came upon a small courtyard, and beyond it was another. The rooms all round the court on the lower floor were quite open, something like an interior veranda, with supporting pillars. It looks extremely picturesque to see at one glance the groups of children sitting in these open rooms in their bright variegated sarrees. The head mistress, Miss Jupe, came to meet us. She is chiefly occupied upstairs with the elder girls, but she superintends the kindergarten with great care and interest. In the right-hand room of the court we see seventeen tiny boys and girls, all occupied with mat plaiting. The needles are now made in Madras, for it costs a great deal to get them from England. The children sat on benches with desks before them. I wish I could convey to you an idea of how they looked. Rich brown faces, large dark eyes, black smooth hair plaited behind in a knot, or hanging down, and most of them very gaily dressed. They wear very small short-sleeved jackets and a skirt, and over all, a long sarree, a sort of scarf of several yards, twisted

all about and raised over the head when required. In that part of India the dress is of cotton. One little girl had a red jacket and a white saree; another, a green saree; another an orange one over a white skirt. One child had a spot of red paint on her forehead, ear ornaments all about the ears, and many bangles. Most had these ornaments on, but no shoes and stockings. A little boy had a green jacket and gay cap. I tell you these details that you may form a picture in your minds of the scene. Then the native teacher, who also had bare feet, wore a red jacket and a saree, with shawl stripes (red, green, and yellow). Round her neck was a coral chain set in silver, a flat gold ornament in her hair, and she wore spectacles. All the children seemed interested in this mat-plaiting, and they got on with it as well as English children might. Then we went to see about twenty of a baby class, all sitting on a long strip of mat on the floor, which is much more comfortable for them than benches. These babies were busy with bricks. The teacher had a magenta jacket and a cream-colored saree with gold border. She told them to make two chairs with their bricks for the ladies, which they did with alacrity. Then they made, with five bricks, a fireplace and a "chattie" (a pot) upon it for boiling rice. "What do you do with the rice?" asked the teacher. "Eat it," said they, thinking of the invariably daily meal. One little boy had a coat and cap of yellow and red silk, and he wore toe rings. The very small girls do not yet wear saraces. They sang a Tamil song about something very familiar to them, "mittai,"—that is, sweetmeats. "Who make the sweets?" "Brahmins," they replied. This is so, because what Brahmins made everyone may eat, but things made by those of a lower caste may not be eaten by a higher. Leaving these dear little children we found some rather older, playing in the courtyard. They were pretending to draw water from a well in tiny *chatties*, imitating the dipping of the *chattie* into the well with their soft delicate little arms and then watering some long twists of paper with flapping green ends, which I suppose were intended for palm trees. Then we saw some of their own games. One they call the frog game. Two little girls took hold of each other's hands, repeating a rhyme: "We have rice in our pot; you have grain (that is, a coarse kind of grain), in yours. Which will you have?" Then they jumped again and again from the ground, bending and throwing their interlaced hands alternately to one side or the other. Another game was with clapping hands, first clapping each her own hands and then across. Then we saw another little class where all were forming the Tamil letters by laying red seeds on their slates upon the form of the letters which had been drawn by the teacher. In the upper story we found the older children. It is difficult to get enough female teachers as yet, and many men teach the girls' schools. It looked strange at first to see the men, in white and red turbans and perhaps a long white or orange coat or an enveloping shawl, conducting a class. One was giving a lesson on the cotton plant, with plenty of specimens, and he had a small pot containing water, that he might let them drop a rupee and also some cotton into it, to show the relative weight. These elder girls performed the *kol-attam*, or stick dance. Each child in the circle had two sticks, and in a methodical way she struck her own together in time with those of her neighbors on each side of her. The effect was extremely pretty owing to their graceful actions, and the blue, red, white, lemon, and other colors of the saree and skirts. Meanwhile they sang a song about a garden and red and white lotus flowers. There was much that was interesting in the upper school, but I must keep to the little ones; so we will leave this school and look in at another in a different part of Madras. It is a missionary school, of which the superintendent is Miss Oxley, of the Church Missionary Society. A storm had come on and we had to rush into the house. These children were fetched to school in a bullock cart; it goes round to their houses and brings them in sets of ten or twelve. One such batch arrived when we were there, and it was curious to see the pains taken lest the driver or anyone else should see the girls. The cart had to be turned with its end toward the verandah, and then they slipped out and ran in on the inner side of the cart. The driver is screened off. The teacher was a young Mohammedan woman, in a yellow chudder, something like a saree, but not near so long. It is worn by Mohammedans. She taught the class with great spirit. Most of them had red Manchester cotton chudders, perhaps with yellow borders, and red pyjamas (trousers). We went to see a small class sitting in an inner verandah. These tiny ones were on the floor, occupied with bead threading, which they greatly enjoy. As I have said, the Indian work with beads is most ingenious; so this occupation is one which it is very useful to develop educationally. The beads were in a little *chattie*, or pot, and each child had a slate, so that if the beads were dropped they did not get lost on the matting of the floor. They were questioned in colors and answered very well. After the Health Exhibition in London Mme. Michaelis kindly allowed me to have for India her series of bead threading, and this has been circulated in most of the Madras Presidency schools. Mrs. Brander saw its value, and she has made the greatest use of it as a pattern. It is very rare that Mohammedan girls are allowed to attend school. There is something very dignified even in the tiny children's manners. They wear their chudders over

their heads, and when they stand with folded arms, their faces so plump and their eyes so fine, they look like Little Red Riding Hoods. Mrs. Brander inspects missionary as well as government schools, and she takes every opportunity of organizing an interesting variety of occupations.

But now let us go to the presidency training school for mistresses at Madras, which is the source whence the teachers derive their knowledge of Froebel's system. Miss Carr, who till lately was the superintendent, has sent out in the five years of her stay about one hundred teachers. She had not yet started her new inspecting work when I was at Madras, so I was able to see the training school while her methods were in force. I thought this institution was most carefully conducted and there was a unity about the working which appeared to me remarkably well suited to the aims in view. The normal students usually number about 40, some English or Eurasian and others Hindoos. On account of the variety of languages it is necessary to have three practicing schools—Tamil, Telugu, and English. The two teachers I referred to just now, Miss Shunmugum and Miss Bernard, were for a time in England studying at the Teachers' Training College, then in Bishopsgate. They have proved very useful since their return, both in the practicing school and for the normal department. The students have passed three examinations in ordinary subjects before going to the training school, so that while they are there all their time is occupied in learning the art of teaching. Miss Carr used to look over and criticise all their sketches of lessons beforehand and she appointed them to one class for a month. In the course of their stay they in turn took all the classes, including those of the little ones. Thus the kindergarten division is an integral part of the whole. There are also model lessons and criticism lessons and lectures to the students on school management and on points relating to teaching. The result of all is that there is much life and spirit in the training school and that the younger children are most happy in their classes, where the methods present a great contrast to the monotonous and uninteresting routine usually pursued.

The training school stands in a large compound (that is, surrounding ground, sometimes a garden). In this case there is only grass and a few trees. You see a group of little carriages and bullock carts, in which the teachers, and students, and children have driven to school. The classes were crowded as to space when I was there, for a large *pandal*, i. e., temporary room in the compound, had been lately blown down in a gale, but the director of public instruction has secured that a hall with classrooms shall soon be built. The children were in the lower part of the house, the students upstairs. Miss Shunmugum took us first to see the little ones. About 20 small Telugu children were having an object lesson from one of the students, named Subermal. She wore a red cotton skirt and a greenish bodice, over which was a white saree. In her ears there were several pearls and a green stone was near the top of her ear. Tiny pearls were screwed on to her face here and there. Her black hair was neatly plaited and round her neck was a bead chain with some coins interspersed. No shoes, but silver toe rings. Gold is thought too precious to wear on the feet. The lesson was on the hen. A stuffed hen stood before Subermal, and she called the children up in turns to examine it and to compare it with a duck, for in that school they teach much by comparison. They all seemed very much interested. It was pleasant to see their bright smiles. Indian children are generally very quiet and impassive, but these quite entered into teaching so suited to their nature and capacities. From the constant habit of preparation, the student teacher did not lose her way. One other lesson, but to elder children, was on the peacock, a very familiar bird in India. Here the teacher had to content herself with a picture and a peacock's feather. But I must not take you into the higher school. I will tell, however, of a lesson I heard given by a student on another day when Miss Brander was inspecting the training school. A class of eight little boys and girls was brought up into the inspection room and the student gave a very good lesson with square and oblong. I have the sketch here, only it is in Tamil. I could not follow it, but the children evidently enjoyed it and Mrs. Brander approved it. At one point they all held out their slates to illustrate the oblong. One tiny boy was bare to the waist. Indeed, his only dress was a white cloth tied round him and falling over his legs, except that he had a purple cap. It was very amusing to see this little fellow go up eagerly to the blackboard and point to the square and the oblong of colored papers stuck on to it. This was the only inspection lesson given that day to a kindergarten class, but later I saw the little ones do some very simple exercises. It was not easy to distinguish the girls from the boys, for the smallest ones are often dressed alike, in gay little vests and trousers. Parents like their girls to be taken for boys, because, as you are aware, it is thought more desirable in India to have sons than daughters. At one time the Hindoo mothers did not like their children to have movement exercises, so this teaching had to be given up. But Miss Carr took care to let the Eurasian children practice in the open verandah, where the Hindoo mothers could look on, and after awhile they came to her asking, "Why do you not let our children do as these do?" Whereupon these exercises were resumed. Of course in the Indian climate

a careful choice has to be made in gymnastics, lest the girls should overdo. The course of training is for one year, but the students can stay longer if they do not pass well. Sometimes a teacher in some country school is sent up to be trained and she goes back with new ideas and a different sense of what to aim at. This was the case with a girl called Sellammal, from Kumbakonum, for whom we procured a scholarship (£10) from English funds. She profited extremely by her stay in Madras, and she delighted in the training school so much that she wrote a poem on it celebrating its advantages and its management. When I was at Madras she came with her parents a long night journey from Kumbakonum to see me. She fully recognizes the value of the kindergarten occupations and is very successful with them. Mrs Brander encourages for the basis of the games the daily occupations which go on in the children's homes, as fetching water from the well, grinding the corn, and so on. I think the Indian children have quite a dramatic instinct and they are fond of joining in simple scenes, arranged by the teachers. Their memories are so remarkably good that the learning what each has to say is quite easy. At one school at Madras, under a native Christian lady, Mrs. Saththiandahan, some children acted a sort of welcome to me. The schoolgirls were placed in the open rooms round the courtyard, in the middle of which was a tree, and there were also shrubs in pots. Several girls pretended to be getting flowers, when another girl appeared finding great fault with them for coming without leave into a garden and plucking flowers. I should say that each girl had a colored paper basket, something like a fly catcher. They defended themselves and said they did not mean to do wrong. Then came the little guardian's mother, and she scolded her for having been off duty and let the other girls enter, but she also found fault with the invaders. After some disputing the whole matter was amicably settled by the girls explaining that an English lady had come to their school and they wished to get flowers for a garland for her. That excuse was considered satisfactory, and when a garland was placed on me it was supposed to be the one that they had been meanwhile making. Sometimes they hold a sort of argumentative conversation on the advantages of going to school, and they are very fond of a wedding game of their own called a "Garbi," in which the children with a particular step move round in a circle, clapping their hands and bowing towards the center at each forward step.

There are scarcely any teachers except those trained at the training school who understand anything about Froebel; so the kindergarten attempts in the *mofussil* (the country) schools are often very poor and mechanical. Still there is a recognition of the idea that education means something wider than learning to read and write, and certainly many of the results are good. I will read to you a sentence or two out of the report of Mrs. Brander, to the director of public instruction (Mr. Grigg), for last year:

"The introduction of children's occupations, object lessons, and action songs, and the grants offered for them have awakened an interest in the subject of the education of young children. Many managers have bought books on the subject, and a knowledge of the best methods of teaching young children is certainly spreading. Where well-trained teachers are employed the younger classes are now well taught, and managers seem to realize more than they used to do that the best teaching can not be obtained from untrained or poorly trained teachers. Even where the teachers are untrained, and where they conduct occupations mechanically, the children are happier and better employed in weaving paper, threading beads, or looking at pictures of animals than they were in shouting the alphabet for an hour at a time on the old *pyal* school system."

I may add as to Madras, that Miss Rajahcopaul, of the Free Church Missions, who was also once in England, and who studied at Miss Naubi's, has translated a selection of action songs from the book of Mrs. Berry and Madame Michaelis into Tamil.

In other parts of India there is not much known or practiced as yet regarding the kindergarten, but a good many inquiries are made about it, because articles in newspapers, and educational information from England has stirred up some interest in the subject. The training schools generally have not taken it up. There is one at Ahmedabad, in the Bombay Presidency, where the lady superintendent of the training college is Mrs. McAfee, who was lately in England. She gained here some useful ideas, I think, through Mrs. Holton, which she has found very helpful. But I must not omit mentioning the Irish Mission School, where many years ago two of Fräulein Heerwart's students used to teach. Though they have both left (one has married a missionary and the other is also married), yet the beginning that they made has been carried on. I was present at the prize giving in this school and I gathered that the younger children are taught in a bright, rational way. A little pupil of 4 years old was of the Parsee family in which I was staying, and this child, Dhunbai, showed the good effects of attending the kindergarten. She was a fine child, very quiet and dignified, and with much self-possession. She would repeat several infant school rhymes in Gujerate translations out of a book prepared by the head of a training college at Poona. It was curious to see the grave way in which she would

recite about the "Clock in the corner that stands," pointing to her hands and face quite properly and making the pendulum go with even swing. This dear little girl was a great favorite with me. She would come stealthily into my room and wait till I noticed her, perhaps dressed in a pink frock and trousers, with a little cerise-colored sleeveless vest outside. Her sisters attended the higher classes of the school and are very promising girls. The last time I might have seen little Dhunbai Dadysett was at 1 o'clock in the night, when I was to pass Surat again in the train. Owing to a delay my train did not arrive till 5 in the morning and I found that all the family, with Dhunbai, had been at 1 o'clock to meet me. Little Dhunbai, too, had brought a large nosegay which, after all, had to be left for me with the station master. I should have greatly liked to see that dear child again.

Mrs. Sorabji, at Poona, has some useful kindergarten classes in her excellent school in that city.

In the Bombay schools there is a wide field for kindergarten teaching, and the managers would, I am sure, be very pleased if some one would introduce it.

Now, I have to tell you of the interesting fact that two native Indian ladies in different parts of India have interested themselves in the subject and are likely to be of great help in spreading Froebel's ideas. The first is Pundita Ramabai, a Maharratti widow and a Sanskrit scholar, of whom you have probably heard. She came to England about seven years ago and stayed at Wantage, and afterwards at Cheltenham College. Then she went to America, and she was so much struck with the educational work there that she formed the plan of collecting a large sum of money for establishing a widows' home in India. After great exertions in lecturing and writing (her book on the High Caste Hindu Woman is most interesting) she met with sufficient success to return to India and start the home. She is beginning it on a small scale in Bombay, and she has with her an American teacher who, I believe, understands the kindergarten. Ramabai herself has the greatest belief in the value of such teaching, and she is convinced that it is just what is required for Hindu children in order to counteract the defects in their home training. Ramabai's enthusiasm is keen about the undertaking, and I have great hopes that she will be of real service in the kindergarten movement.

The other lady is Srimati Harder, also a widow, living at Lahore. She, too, has been in England, and she used to attend the kindergarten of Madame and Miss Roth. It promises well that these two ladies are both so convinced of the truth of Froebel's principles.

Now, let us come to one or two practical points. I think you will have seen how advantageous it would be for India if some good kindergarten teachers could go out and help to carry forward the work already just begun; and, besides the Hindu, Mahomedan, and Parsee children, there are the little English children to be considered, for whom it would be delightful if kindergartens were started, especially in the Hills. Those of 6 and 7 are usually sent home; but there are numbers under that age who, owing to the climate and the want of variety in their daily life, become fretful and selfish, languid and troublesome. Kindergarten teaching would not altogether change this state of things; but we know that it often does effect wonders on difficult children. When I was at Calcutta two or three ladies whom I spoke to about it said that they thought the plan might succeed at Darjeeling, and another lady in the N. W. P. spoke hopefully as to Gairi Tal being a suitable station for the experiment; but, then, such opinions are vague for acting on, for there is the united expense of voyage and outfit and the probability that it would be a long time before the attempt could prove remunerative. I will read you part of a letter that I received lately from Miss Collins, who took the elementary Froebel certificate, as it was then called, in the first year of that examination. Miss Collins has a mother and brother in India, and she went out with the hope of establishing a kindergarten at Simla, which is her home for most of the year. She found it a difficult undertaking, because she could not afford to wait.

"I am very disheartened and disappointed that I have been quite unable to start my kindergarten home, because I have not been able to save the rent for the ensuing season; in fact, I am in debt for last year's rent, and my hope of being quite independent has rather a gloomy prospect. I have been told that had I been able to get a suitable house and governess and English nurse sent, I should have all the children in Simla, and a good many more, but I find it utterly impracticable this season. I have been thinking of a plan, and that is to get some clever lady with a little money to join me, and we together might start the school on the plan I had arranged, I supplying the connection and influence I have already gained, and she the money to begin with, sharing the income eventually; but where to get such a lady is the difficulty; such an one is not to be had in India, and I thought you would be the only one whom I know who could bring two such people to correspond as myself and such a lady."

There is no doubt that the parents were pleased with her efforts. Her wish was that she and her mother might set up a kindergarten home for little children at

Simla, where they would be safely left when the rest of the family had to go down to Calcutta, but for that you see she had not enough funds.

Well, all that seems made out is that someone with experience and money might get on well in the Hills and do most useful work.

To go back to the Indian children. I think that if a good teacher were to settle in Bombay it would not be long before she would get plenty to do. Supposing she could teach gymnastics for ladies, also, probably numbers of Parsee teachers would take lessons of her, for physical training is much favored just now. Or, better still, if two ladies could go out, one for the kindergarten and one for gymnastics, they would be not unlikely to succeed. Training classes for the teachers would be very important, and there would not be any difficulty, I believe, in utilizing an existing school as a practicing school. And not only at Bombay, but at Calcutta, and perhaps at Madras, the scheme might prosper. When there was originally a discussion about medical women for India, a native statesman said he thought 10,000 might be required. We might, perhaps, reduce this by half for kindergarten teachers and expect 5,000 to become occupied in India, or perhaps we had better first limit ourselves to two. But I really believe that once satisfactorily started the movement would get on well, and perhaps the Indian Government might be willing to help with grants in aid.

Now I come to another practical point, I want to ask your help for Mrs. Brander and the other workers in India in respect to specimens of kindergarten work done by students or by children, and books and pamphlets on this subject. I can assure you now from personal knowledge that all such aid is most warmly appreciated. I have already mentioned how valuable Mrs. Michael's bead series has been. The teachers are much encouraged when they find that English people have sympathy in what they do, and they derive suggestions from the work sent out, and it keeps up this standard. Books, too, are of the greatest use. May I hope that you will bear this request in mind, and that you will now and then send a parcel to me which I can inclose in the cases that I frequently forward. Some kindergarten children at Reading once dressed a doll for the kindergarten at the Central School, Madras, which I have told you of. Whilst they were dressing it they gave it many messages and questions to convey, which were duly inscribed by me on a piece of paper pinned on to the doll's dress. I have also received Christmas cards from those same little children. I feel that the link of sympathy thus forged is of great value, besides that the gifts and patterns sent are immensely prized by Mrs. Brander and her friends in their often perplexing labors.

In conclusion let me add a very few words about the backward state of the women of India. You must not think that because I have referred to many girls' schools these are at all in proportion to the population. Hardly 2 per cent of girls of the school-going age attend schools; that is, taking a thousand girls, less than 20 will be at schools. Perhaps there may be 25,000,000 of very young girls in India, and yet the pupils in the girls' schools only number some thousands. In the higher classes a little instruction is given in the homes, but education for girls is a novelty in these later times, whatever may have been done there in the far past. The girls (as you know), whether they go to school or not, marry very early; they are seldom real companions for their husbands, and they are quite unprepared to train their children well. Of development, as Froebel understood it, such young mothers with their restricted life and their superstitious ignorance have no idea. Child-marriage and caste are two of the greatest evils from which India suffers, and little progress will be possible till educated opinion has weakened these customs. It is the mothers that need to be enlightened and it is they who are the most difficult to reach. Something may be done through teachers who attend at the houses, but it is not every family that will admit them. By degrees we may hope that girls will be allowed to remain longer at school, and as an inducement to this it is of great use to give scholarships to the highest pupils, and then if such girls could be taught something in regard to the training of little children, they might enter upon their home duties with more knowledge and kindly skill. But all this is at present far off, except as to a very few. It is for us, however, to work wherever the path is open and clear, bearing in mind that we have through wonderful circumstances become intimately bound to India, and that many of the women of India are looking affectionately and confidently for support in their forward efforts and for enlightenment to their English sisters here.

APPENDIX C.

THE KINDERGARTEN IN MADRAS.

By Mrs. Brander, Government Inspector of Girls' Schools, Madras.

Efforts have been made for some years past to introduce kindergarten teaching into the native girls' schools of the Madras presidency. It may be of interest to note the progress that has been made and the plans which have been found most successful.

In a few large and flourishing kindergartens in the presidency, like that at the Government Female Normal School and H. H. the Maharajah of Vizianagrum's Kindergarten, the materials used are in part obtained from England, and the teaching, being by trained teachers, is superior to and more complicated than that about to be described. The following remarks apply to the majority of ordinary schools, not to the few kindergartens under European supervision. These latter tend to raise the standard, and where they supply trained kindergarten teachers, as at the normal school, are invaluable.

In the revised grant-in-aid code, which came into force in 1885, kindergarten occupations and action songs are introduced as optional subjects, for which grants can be earned. This has stimulated interest and many managers are now introducing these subjects into their schools.

It has often been objected to the kindergarten in England that the idea having originated in Germany, the songs, games, occupations, and even the materials used were too German, and it was not until English kindergartens changed this by inventing English games, songs, etc., that the system began to take root in England.

Thesame difficulty has been felt, even more strongly, in India. As regards the games, the difficulty has been partly avoided by introducing native games, such as the kotatham or stick dance, gobi, kunni, and others. These dances and games are very pretty and graceful, and, when played with energy, secure real physical exercise for the children. They do not, however, exercise the dramatic powers of the children as Froebel's games do. This has been partly achieved by translating English kindergarten songs into the vernaculars. There is one book of these in Tansil, called *Thirty Kindergarten and Action Songs*, translated by Miss Rajajapal, which, in the absence of original native action songs for infants, is very useful. Such translations are, however, of course open to the objection that the ideas and forms are foreign. It is to be hoped that, before long, some native poet will produce original native songs of the kind required.

With regard to the occupations, native material has been introduced as much as possible. It has the advantage of being familiar to the children and it is cheaper than English material.

The teaching of the alphabet is not strictly a kindergarten occupation, but the method by which the vowels are taught to beginners here gives it a right to be classed as such. The children are seated on mats on the floor, with a strip of smooth chunam or their slates in front of them. Before they take their seats the letter to be taught is written with chalk, in large size, on the chunam floor or a slate, opposite the center of the class, and repeated, in smaller size, on the floor or slate in front of each child. Beside each letter is a pile of tamarind seeds. The teacher calls attention to the large letter, traces its form, discusses it with the children, and tells them its name. She then lays the tamarind seeds over the chalk letter, thereby tracing its form again. While doing so she allows the children to count the seeds laid on in twelves (12 is the limit of the arithmetic required of them). The attention of the children is next called to the small-sized letters in front of them, and they are required to lay seeds, from the heaps beside them, on their chalk letters, care being taken that they begin and end at the right points, as if they were writing the letter. The children are encouraged to count the seeds, in twelves, as they lay them on, and to induce them to work quickly, each child is allowed to stand as soon as she has finished. By means of this occupation the children learn, in a pleasant way, the forms of the letters before they can write them. These forms are further impressed on their minds by means of pricking and sewing. Later in the day the children are seated on their mats with a small cushion and a pin in front of each. The cushions are about 2 inches long by an inch wide and are stuffed with bran. They are covered with Turkey red cloth, so that the materials for them can be bought in any Indian bazaar. Each child is now supplied with a strip of olei, that is, the dried leaf of the palmyra or toddy palm. The teacher has previously written on each strip the letter traced by seeds that day, and she has made a series of dots along the letter. The children are now shown how to prick out the letter, pricking only where they see a dot and beginning and ending at the right points.

As a third occupation, ~~each~~ child is supplied with the olei, on which she has previously pricked the letter with a thimble and a needle threaded with weavers' thread. This is the thread used for weaving women's clothes, and can be bought in almost every village in India. Its bright colors render it particularly suitable for children's occupations. The children now backstitch the letter on the olei, putting in the needle at the holes previously pricked.

The occupations and general use of native materials hitherto described were invented and introduced by Mrs. Capron, an American lady, who has done a great deal of good for girls' education in Madras. It is from her schools there that the plans described have been adopted and spread to other schools in the presidency. The same is true of Mrs. Capron's use of weavers' bright colored thread for cross-stitch and for samplers.

On the same lines but arranged and introduced by others, are the more advanced styles of the occupation of pricking and sewing for standards above the infants. The materials used are the weavers' thread, coarse bazaar paper, of which two or three thicknesses are pasted together to form a sort of cardboard, and chequered paper. The latter is the only one of the materials which can not be procured in the bazaars. It is now made in the town of Madras, and has to be supplied from there. By means of these materials ideas of form are taught. The lessons and patterns begin with simple lines, first vertical, then horizontal, and then slanting, and proceed to combinations of these lines into angles, and gradually to more complicated forms and patterns.

Bead-threading is an occupation which is very popular with Indian children, and a graduated series of patterns, obtained from a bead school in London, is taught in many of the schools at this presidency. It is true that the beads come from England, but they are sold cheaply in all Indian bazaars. Counting and knowledge of color are taught by means of the series mentioned, and the teachers and children are very clever at imitating native jewelry and at covering toy water-pots, cooking vessels, and other things with beads by a method of threading which seems to be practiced only in India. Paper plaiting and folding are to some extent taught, but not widely, as colored paper can not be bought in small bazaars.

Prizes for kindergarten work are given at the exhibition held by the National Indian Association at Madras every year. It is very pleasant to see how much the little Indian children enjoy the songs, games, and occupations of the kindergarten. In all schools into which these have been introduced, there is a marked improvement in the brightness and intelligence of the children in the infant classes.

TABLES EXHIBITING THE GROWTH OF KINDERGARTENS IN THE UNITED STATES.

TABLE 1.—*Statistics of Kindergartens in the United States from 1873 to 1892, inclusive.*

[From the Reports of the Commissioner of Education.]

| | 1873 | | | 1874 | | | 1875 | | |
|----------------------|--------------------------|---------------------|-------------------|--------------------------|---------------------|-------------------|--------------------------|---------------------|-------------------|
| | Number of kindergartens. | Number of teachers. | Number of pupils. | Number of kindergartens. | Number of teachers. | Number of pupils. | Number of kindergartens. | Number of teachers. | Number of pupils. |
| Alabama | | | | | | | | | |
| Arizona Territory | | | | | | | | | |
| Arkansas | | | | | | | | | |
| California | | | | | | | 1 | 2 | 15 |
| Colorado | | | | | | | | | |
| Connecticut | | | | 1 | 1 | 8 | 2 | 6 | 92 |
| Dalaware | | | | | | | | | |
| District of Columbia | 2 | 6 | 90 | 3 | 11 | 137 | 7 | 15 | 157 |
| Florida | | | | | | | | | |
| Georgia | | | | | | | | | |
| Idaho | | | | | | | | | |
| Illinois | | | | 2 | 10 | 43 | 5 | 8 | 109 |
| Indian Territory | | | | | | | | | |
| Indiana | | | | | | | 1 | 1 | 25 |
| Iowa | | | | | | | | | |
| Kansas | | | | | | | | | |
| Kentucky | 2 | 3 | 62 | 2 | 3 | 61 | 2 | 4 | 53 |
| Louisiana | | | | | | | | | |
| Maine | | | | 2 | 2 | 47 | 2 | 2 | 45 |
| Maryland | 1 | 2 | 14 | 3 | 3 | 29 | 3 | 5 | 91 |
| Massachusetts | 10 | 12 | 151 | 14 | 18 | 213 | 12 | 20 | 204 |
| Michigan | 3 | 3 | 87 | 4 | 6 | 92 | 3 | 5 | 80 |
| Minnesota | | | | | | | 1 | 1 | 18 |
| Mississippi | | | | | | | | | |
| Missouri | 1 | 3 | 42 | 2 | 7 | 94 | 12 | 51 | 496 |
| Montana | | | | | | | | | |
| Nebraska | | | | | | | | | |
| Nevada | | | | | | | | | |
| New Hampshire | | | | 1 | 1 | 20 | 1 | 1 | 14 |
| New Jersey | 6 | 13 | 296 | 5 | 13 | 229 | 13 | 28 | 505 |
| New Mexico Territory | | | | | | | | | |
| New York | 11 | 23 | 429 | 10 | 27 | 345 | 16 | 33 | 424 |
| North Carolina | | | | | | | | | |
| North Dakota | | | | | | | | | |
| Ohio | 2 | 2 | 53 | 2 | 3 | 50 | 4 | 6 | 78 |
| Oklahoma Territory | | | | | | | | | |
| Oregon | | | | | | | | | |
| Pennsylvania | 2 | 2 | | 1 | 3 | 30 | 4 | 10 | 88 |
| Rhode Island | 1 | 1 | 24 | | | | | | |
| South Carolina | | | | | | | | | |
| South Dakota | | | | | | | | | |
| Tennessee | | | | | | | | | |
| Texas | | | | | | | | | |
| Utah Territory | | | | | | | | | |
| Vermont | | | | | | | | | |
| Virginia | | | | | | | | | |
| Washington | | | | | | | 1 | 1 | 25 |
| West Virginia | | | | | | | | | |
| Wisconsin | 1 | 3 | 48 | 4 | 17 | 238 | 5 | 17 | 290 |
| Wyoming | | | | | | | | | |
| United States | 42 | 73 | 1,252 | 55 | 125 | 1,636 | 95 | 216 | 2,809 |

TABLE 1.—*Statistics of Kindergartens in the United States from 1873 to 1892, inclusive—Continued.*

| | 1876 | | | 1877 | | | 1878 | | |
|---------------------------|--------------------------|---------------------|-------------------|--------------------------|---------------------|-------------------|--------------------------|---------------------|-------------------|
| | Number of kindergartens. | Number of teachers. | Number of pupils. | Number of kindergartens. | Number of teachers. | Number of pupils. | Number of kindergartens. | Number of teachers. | Number of pupils. |
| Alabama..... | | | | | | | | | |
| Arizona Territory..... | | | | | | | | | |
| Arkansas..... | | | | | | | | | |
| California..... | 2 | 3 | 35 | 3 | 3 | 32 | 6 | 7 | 96 |
| Colorado..... | 1 | 1 | 8 | 1 | 1 | 23 | 1 | 2 | 22 |
| Connecticut..... | 2 | 6 | 87 | 1 | 5 | 80 | 2 | 5 | 55 |
| Delaware..... | | | | | | | | | |
| District of Columbia..... | 6 | 14 | 163 | 5 | 15 | 186 | 6 | 18 | 208 |
| Florida..... | | | | | | | | | |
| Georgia..... | | | | 1 | 1 | 7 | 1 | 1 | 17 |
| Idaho..... | | | | | | | | | |
| Illinois..... | 8 | 21 | 207 | 6 | 13 | 141 | 7 | 22 | 274 |
| Indian Territory..... | | | | | | | | | |
| Indiana..... | 1 | 2 | 16 | 1 | 5 | 30 | 1 | 3 | 35 |
| Iowa..... | 1 | 4 | 50 | 1 | 5 | 40 | 1 | 5 | 37 |
| Kansas..... | | | | | | | 1 | | |
| Kentucky..... | 4 | 6 | 92 | 3 | 7 | 82 | 4 | 7 | 78 |
| Louisiana..... | | | | | | | 1 | | |
| Maine..... | 2 | 2 | 45 | 2 | 2 | 39 | 4 | 4 | 25 |
| Maryland..... | 3 | 8 | 83 | 4 | 10 | 43 | 3 | 10 | 56 |
| Massachusetts..... | 9 | 21 | 172 | 12 | 22 | 195 | 18 | 31 | 346 |
| Michigan..... | 4 | 6 | 90 | 3 | 4 | 90 | 2 | 3 | 54 |
| Minnesota..... | 2 | 2 | 29 | 3 | 9 | 70 | 2 | 8 | 50 |
| Mississippi..... | | | | | | | | | |
| Missouri..... | 25 | 141 | 1,208 | 20 | 105 | 1,145 | 15 | 66 | 1,129 |
| Montana..... | | | | | | | | | |
| Nebraska..... | | | | | | | | | |
| Nevada..... | | | | | | | | | |
| New Hampshire..... | 2 | 4 | 30 | 2 | 4 | 30 | | | |
| New Jersey..... | 14 | 31 | 530 | 14 | 24 | 451 | 14 | 32 | 552 |
| New Mexico Territory..... | | | | | | | | | |
| New York..... | 20 | 45 | 656 | 22 | 50 | 632 | 26 | 70 | 855 |
| North Carolina..... | | | | | | | | | |
| North Dakota..... | | | | | | | | | |
| Ohio..... | 5 | 9 | 96 | 6 | 9 | 89 | 12 | 19 | 196 |
| Oklahoma Territory..... | | | | | | | | | |
| Oregon..... | | | | | | | | | |
| Pennsylvania..... | 13 | 21 | 200 | 12 | 22 | 207 | 22 | 46 | 387 |
| Rhode Island..... | | | | | | | | | |
| South Carolina..... | 1 | 2 | 20 | 1 | 2 | 24 | 1 | 1 | 20 |
| South Dakota..... | | | | | | | | | |
| Tennessee..... | | | | | | | 2 | 2 | |
| Texas..... | | | | | | | | | |
| Utah Territory..... | | | | | | | | | |
| Vermont..... | | | | | | | | | |
| Virginia..... | | | | | | | | | |
| Washington..... | | | | | | | | | |
| West Virginia..... | | | | | | | | | |
| Wisconsin..... | 5 | 15 | 273 | 6 | 17 | 291 | 7 | 14 | 305 |
| Wyoming..... | | | | | | | | | |
| United States..... | 130 | 364 | 4,090 | 129 | 336 | 3,931 | 159 | 376 | 4,797 |

TABLE 1.—*Statistics of Kindergartens in the United States from 1873 to 1892, inclusive—*
Continued.

| | 1879 | | | 1880 | | | 1881 | | |
|---------------------------|--------------------------|---------------------|-------------------|--------------------------|---------------------|-------------------|--------------------------|---------------------|-------------------|
| | Number of kindergartens. | Number of teachers. | Number of pupils. | Number of kindergartens. | Number of teachers. | Number of pupils. | Number of kindergartens. | Number of teachers. | Number of pupils. |
| Alabama..... | 1 | 1 | ..... | 1 | 1 | ..... | 1 | ..... | ..... |
| Arizona Territory..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 1 | 16 |
| Arkansas..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| California..... | 7 | 7 | 120 | 9 | 15 | 340 | 17 | 29 | 546 |
| Colorado..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Connecticut..... | 3 | 8 | 76 | 4 | 6 | 71 | 4 | 6 | 81 |
| Delaware..... | 1 | 1 | 15 | 1 | 1 | 15 | 2 | 4 | 30 |
| District of Columbia..... | 6 | 16 | 257 | 9 | 19 | 254 | 10 | 20 | 303 |
| Florida..... | 1 | 1 | 20 | 1 | 1 | 20 | ..... | ..... | ..... |
| Georgia..... | 1 | 1 | 12 | 1 | 1 | 12 | ..... | ..... | ..... |
| Idaho..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Illinois..... | 10 | 23 | 336 | 15 | 23 | 538 | 19 | 34 | 611 |
| Indian Territory..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Indiana..... | 4 | 9 | 95 | 5 | 12 | 108 | 4 | 9 | 93 |
| Iowa..... | 3 | 9 | 70 | 2 | 8 | 88 | 4 | 11 | 168 |
| Kansas..... | ..... | ..... | ..... | 2 | 3 | 65 | 3 | 5 | 76 |
| Kentucky..... | 3 | 4 | 35 | 1 | 2 | 15 | ..... | ..... | ..... |
| Louisiana..... | 1 | 1 | 23 | 1 | 1 | 23 | 1 | 5 | 63 |
| Maine..... | 2 | 10 | 25 | 2 | 2 | 80 | 2 | 2 | 104 |
| Maryland..... | 3 | 8 | 83 | 5 | 9 | 83 | 3 | 9 | 69 |
| Massachusetts..... | 16 | 29 | 338 | 20 | 41 | 627 | 20 | 37 | 647 |
| Michigan..... | 2 | 6 | 70 | 6 | 10 | 119 | 7 | 8 | 150 |
| Minnesota..... | 1 | 1 | ..... | 5 | 14 | 108 | 5 | 18 | 173 |
| Mississippi..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Missouri..... | 28 | 110 | 3,009 | 23 | 90 | 2,640 | 60 | 214 | 7,002 |
| Montana..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Nebraska..... | ..... | ..... | ..... | 1 | 1 | 12 | ..... | ..... | ..... |
| Nevada..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 2 | 50 |
| New Hampshire..... | 1 | 1 | 16 | 1 | 1 | 16 | 1 | 1 | 15 |
| New Jersey..... | 17 | 37 | 751 | 16 | 37 | 717 | 12 | 28 | 501 |
| New Mexico Territory..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| New York..... | 31 | 68 | 989 | 42 | 101 | 1,348 | 37 | 97 | 1,689 |
| North Carolina..... | 1 | 2 | ..... | 3 | 6 | 55 | 4 | 6 | 25 |
| North Dakota..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Ohio..... | 18 | 34 | 383 | 12 | 23 | 285 | 12 | 34 | 448 |
| Oklahoma Territory..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Oregon..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Pennsylvania..... | 23 | 49 | 492 | 27 | 57 | 622 | 25 | 58 | 674 |
| Rhode Island..... | ..... | ..... | ..... | 1 | 6 | 64 | 2 | 6 | 63 |
| South Carolina..... | 2 | 2 | 87 | 1 | 1 | 67 | ..... | ..... | ..... |
| South Dakota..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Tennessee..... | 2 | 2 | 12 | 1 | 1 | 12 | ..... | ..... | ..... |
| Texas..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Utah Territory..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Vermont..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Virginia..... | 2 | 2 | 40 | 2 | 3 | 15 | 4 | 8 | 48 |
| Washington..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| West Virginia..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Wisconsin..... | 5 | 10 | 200 | 12 | 23 | 452 | 12 | 24 | 457 |
| Wyoming..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| United States..... | 195 | 452 | 7,554 | 232 | 524 | 8,871 | 273 | 676 | 14,107 |

TABLE 1.—*Statistics of Kindergartens in the United States from 1873 to 1892, inclusive—Continued.*

| | 1882 | | | 1883 | | | 1884 | | | 1885 | | |
|----------------------|--------------------------|---------------------|-------------------|--------------------------|---------------------|-------------------|--------------------------|---------------------|-------------------|--------------------------|---------------------|-------------------|
| | Number of kindergartens. | Number of teachers. | Number of pupils. | Number of kindergartens. | Number of teachers. | Number of pupils. | Number of kindergartens. | Number of teachers. | Number of pupils. | Number of kindergartens. | Number of teachers. | Number of pupils. |
| Alabama | 2 | 2 | 26 | | | | 1 | 2 | 22 | 3 | 2 | 20 |
| Arizona Territory | 1 | 1 | 16 | | | | | | | | | |
| Arkansas | | | | | | | | | | | | |
| California | 28 | 49 | 1,050 | | | | 29 | 49 | 1,251 | 34 | 64 | 1,579 |
| Colorado | | | | | | | | | | 2 | 4 | 137 |
| Connecticut | 6 | 12 | 160 | | | | 6 | 11 | 156 | 7 | 19 | 223 |
| Delaware | 2 | 4 | 31 | | | | 1 | 3 | 30 | 2 | 5 | 42 |
| District of Columbia | 10 | 22 | 270 | | | | 14 | 26 | 252 | 12 | 21 | 217 |
| Florida | | | | | | | | | | | | |
| Georgia | | | | | | | 3 | 5 | 35 | 2 | 5 | 55 |
| Idaho | | | | | | | | | | | | |
| Illinois | 27 | 55 | 701 | | | | 25 | 53 | 921 | 37 | 71 | 1,715 |
| Indian Territory | | | | | | | 1 | 1 | 24 | 2 | 3 | 52 |
| Indiana | 7 | 15 | 165 | | | | 14 | 20 | 218 | 11 | 32 | 622 |
| Iowa | 4 | 12 | 199 | | | | 3 | 11 | 123 | 4 | 18 | 202 |
| Kansas | 3 | 5 | 116 | | | | 3 | 7 | 135 | 3 | 5 | 134 |
| Kentucky | 1 | 1 | 20 | | | | 1 | 1 | 20 | 3 | 4 | 27 |
| Louisiana | 2 | 6 | 94 | | | | 2 | 6 | 99 | 2 | 9 | 128 |
| Maine | 2 | 3 | 58 | | | | 2 | 3 | 48 | 2 | 3 | 51 |
| Maryland | 6 | 10 | 93 | | | | 7 | 10 | 105 | 7 | 15 | 168 |
| Massachusetts | 41 | 53 | 724 | | | | 22 | 46 | 714 | 19 | 38 | 641 |
| Michigan | 5 | 8 | 193 | | | | 7 | 14 | 294 | 9 | 18 | 427 |
| Minnesota | 7 | 23 | 243 | | | | 9 | 14 | 204 | 7 | 12 | 170 |
| Mississippi | 1 | | | | | | | | | | | |
| Missouri | 65 | 233 | 8,076 | | | | 64 | 211 | 7,213 | 62 | 181 | 5,655 |
| Montana | | | | | | | | | | | | |
| Nebraska | 1 | 3 | 57 | | | | 1 | 3 | 57 | 2 | 3 | 40 |
| Nevada | | | | | | | | | | | | |
| New Hampshire | | | | | | | | | | 1 | 1 | 35 |
| New Jersey | 12 | 29 | 443 | | | | 12 | 27 | 474 | 12 | 25 | 440 |
| New Mexico Territory | 1 | 1 | | | | | | | | 1 | 1 | 16 |
| New York | 38 | 95 | 1,600 | | | | 45 | 109 | 1,735 | 41 | 92 | 1,532 |
| North Carolina | 2 | 4 | 60 | | | | 2 | 4 | 60 | 3 | 3 | 38 |
| North Dakota | | | | | | | | | | | | |
| Ohio | 18 | 36 | 539 | | | | 21 | 49 | 582 | 26 | 53 | 641 |
| Oklahoma Territory | | | | | | | | | | | | |
| Oregon | 1 | 2 | 21 | | | | 1 | 2 | 21 | 2 | 4 | 60 |
| Pennsylvania | 31 | 68 | 845 | | | | 27 | 66 | 771 | 55 | 112 | 1,634 |
| Rhode Island | 4 | 13 | 135 | | | | 4 | 9 | 110 | 3 | 9 | 122 |
| South Carolina | | | | | | | | | | | | |
| South Dakota | | | | | | | | | | | | |
| Tennessee | | | | | | | 1 | 1 | | 1 | | |
| Texas | | | | | | | | | | 1 | | |
| Utah Territory | | | | | | | | | | 1 | 1 | |
| Vermont | | | | | | | | | | 1 | 1 | 15 |
| Virginia | 3 | 7 | 38 | | | | 1 | 2 | 22 | 1 | 2 | 22 |
| Washington | | | | | | | | | | | | |
| West Virginia | | | | | | | | | | | | |
| Wisconsin | 17 | 42 | 918 | | | | 24 | 64 | 1,286 | 31 | 64 | 1,895 |
| Wyoming | | | | | | | | | | | | |
| Dakota | | | | | | | | | | 3 | 5 | 82 |
| United States | 348 | 814 | 16,916 | | | | 354 | 831 | 17,002 | 415 | 905 | 18,832 |

TABLE 1.—*Statistics of Kindergartens in the United States from 1873 to 1892, inclusive—Continued.*

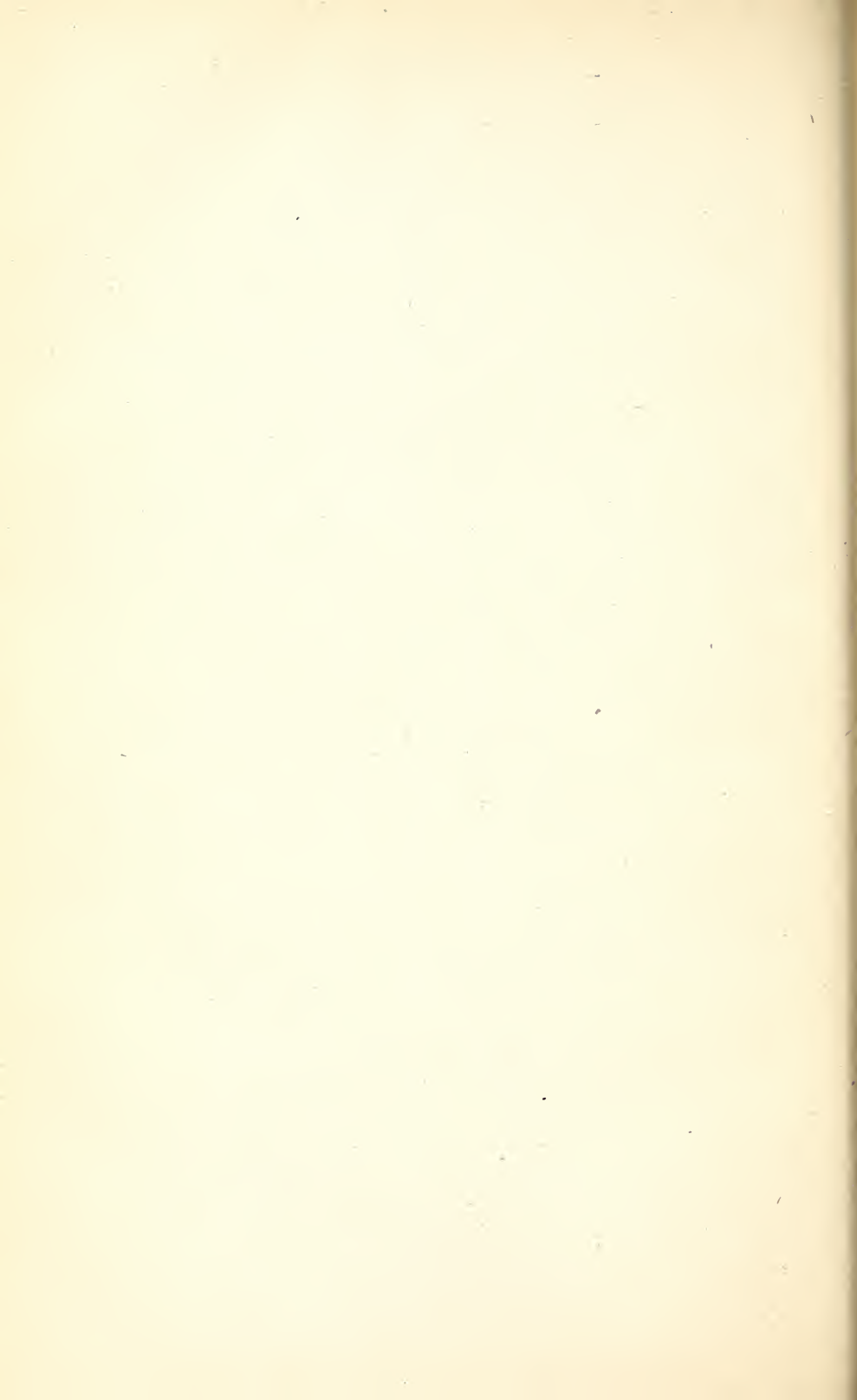
| | 1886 | | | 1887 | | | 1888 | | | 1892 | | |
|---------------------------|--------------------------|---------------------|-------------------|--------------------------|---------------------|-------------------|--------------------------|---------------------|-------------------|--------------------------|---------------------|-------------------|
| | Number of kindergartens. | Number of teachers. | Number of pupils. | Number of kindergartens. | Number of teachers. | Number of pupils. | Number of kindergartens. | Number of teachers. | Number of pupils. | Number of kindergartens. | Number of teachers. | Number of pupils. |
| Alabama..... | 1 | 3 | 35 | 1 | 3 | 35 | | | | 1 | 3 | 20 |
| Arizona Territory..... | | | | | | | | | | | | |
| Arkansas..... | | | | | | | | | | 1 | 2 | 20 |
| California..... | 36 | 70 | 1,814 | 56 | 121 | 2,815 | 66 | 119 | 3,550 | 89 | 179 | 5,821 |
| Colorado..... | 2 | 3 | 144 | 1 | 3 | 105 | 1 | 3 | 105 | 28 | 50 | 1,250 |
| Connecticut..... | 10 | 18 | 347 | 13 | 30 | 519 | 13 | 32 | 673 | 30 | 80 | 1,954 |
| Delaware..... | 1 | 2 | 23 | 1 | 2 | 21 | 1 | 2 | 21 | 2 | 3 | 33 |
| District of Columbia..... | 8 | 16 | 165 | 11 | 22 | 195 | 10 | 32 | 314 | 16 | 30 | 517 |
| Florida..... | | | | | | | | | | 4 | 6 | 119 |
| Georgia..... | 3 | 5 | 51 | 2 | 3 | 31 | 1 | 1 | | 8 | 15 | 388 |
| Idaho..... | | | | | | | | | | | | |
| Illinois..... | 31 | 105 | 2,246 | 48 | 157 | 2,684 | 50 | 144 | 3,043 | 197 | 271 | 7,491 |
| Indian Territory..... | | | | 1 | 1 | 26 | | | | 1 | 1 | 49 |
| Indiana..... | 9 | 20 | 445 | 12 | 31 | 446 | 13 | 27 | 542 | 35 | 124 | 2,910 |
| Iowa..... | 4 | 9 | 166 | 8 | 22 | 368 | 8 | 26 | 501 | 32 | 86 | 1,677 |
| Kansas..... | 4 | 9 | 156 | 2 | 3 | 51 | 2 | 4 | 65 | 16 | 19 | 569 |
| Kentucky..... | 2 | 3 | 27 | 1 | 1 | | 1 | 1 | | 21 | 60 | 1,157 |
| Louisiana..... | 2 | 10 | 160 | 3 | 11 | 192 | 3 | 13 | 227 | 10 | 28 | 525 |
| Maine..... | 2 | 3 | 51 | 3 | 5 | 69 | 3 | 5 | 95 | 5 | 7 | 119 |
| Maryland..... | 5 | 16 | 236 | 10 | 19 | 286 | 10 | 29 | 454 | 18 | 39 | 702 |
| Massachusetts..... | 41 | 79 | 1,482 | 46 | 86 | 1,446 | 44 | 88 | 1,819 | 101 | 172 | 4,182 |
| Michigan..... | 14 | 30 | 808 | 16 | 31 | 725 | 6 | 25 | 908 | 46 | 87 | 2,208 |
| Minnesota..... | 5 | 12 | 177 | 10 | 19 | 336 | 9 | 8 | 341 | 32 | 66 | 1,673 |
| Mississippi..... | | | | | | | | | | | | |
| Missouri..... | 66 | 181 | 5,236 | 71 | 244 | 6,081 | 74 | 230 | 6,673 | 80 | 270 | 7,003 |
| Montana..... | | | | | | | | | | 5 | 6 | 71 |
| Nebraska..... | 1 | 2 | 40 | 1 | 4 | 50 | 1 | 4 | 50 | 17 | 30 | 623 |
| Nevada..... | | | | 1 | 1 | 30 | 1 | 1 | 30 | | | |
| New Hampshire..... | 1 | 1 | 35 | | | | | | | 4 | 7 | 91 |
| New Jersey..... | 10 | 22 | 410 | 15 | 28 | 680 | 13 | 23 | 955 | 36 | 50 | 1,345 |
| New Mexico Territory..... | | | | 1 | 1 | 10 | 1 | 1 | 19 | | | |
| New York..... | 40 | 91 | 1,916 | 60 | 124 | 2,813 | 55 | 114 | 3,300 | 170 | 313 | 7,750 |
| North Carolina..... | 2 | 3 | 54 | 1 | 1 | 30 | 1 | 2 | 30 | 5 | 10 | 152 |
| North Dakota..... | | | | | | | | | | | | |
| Ohio..... | 27 | 66 | 788 | 33 | 74 | 850 | 30 | 75 | 1,170 | 80 | 153 | 2,758 |
| Oklahoma Territory..... | | | | | | | | | | | | |
| Oregon..... | 4 | 8 | 124 | 6 | 13 | 192 | 6 | 14 | 243 | 2 | 4 | 77 |
| Pennsylvania..... | 53 | 94 | 1,791 | 63 | 108 | 1,899 | 51 | 91 | 2,218 | 95 | 148 | 4,118 |
| Rhode Island..... | 3 | 11 | 156 | 5 | 15 | 186 | 6 | 16 | 359 | 13 | 37 | 616 |
| South Carolina..... | | | | | | | | | | 1 | 7 | 412 |
| South Dakota..... | | | | | | | | | | | | |
| Tennessee..... | 1 | 1 | 19 | 2 | 2 | 32 | 2 | 5 | 28 | 11 | 21 | 471 |
| Texas..... | 1 | 1 | 15 | 4 | 6 | 116 | 4 | 7 | 110 | 8 | 10 | 224 |
| Utah Territory..... | 1 | 1 | 90 | 1 | 1 | 50 | 1 | 1 | 50 | 2 | 5 | 80 |
| Vermont..... | 1 | 2 | 14 | 1 | 2 | 17 | 1 | 1 | 13 | 4 | 5 | 56 |
| Virginia..... | | | | | | | | | | 4 | 7 | 86 |
| Washington..... | | | | 1 | 1 | 10 | 1 | 1 | 10 | 8 | 9 | 183 |
| West Virginia..... | | | | | | | | | | | | |
| Wisconsin..... | 22 | 41 | 2,286 | 31 | 58 | 2,491 | 31 | 56 | 3,295 | 60 | 113 | 5,704 |
| Wyoming..... | | | | 1 | 1 | 10 | | | | | | |
| Dakota..... | 2 | 4 | 52 | 1 | 2 | 28 | 1 | 1 | 16 | | | |
| United States..... | 417 | 945 | 21,640 | 544 | 1,256 | 25,925 | 521 | 1,202 | 31,227 | 1,311 | 2,535 | 65,296 |

TABLE 2.—Summary statistics of kindergartens in 1892.

| State. | Private kindergartens. | | | Public kindergartens. | | | |
|---------------------------|--------------------------|---------------------|-------------------|-----------------------|--------------------------|---------------------|-------------------|
| | Number of kindergartens. | Number of teachers. | Number of pupils. | Number of cities. | Number of kindergartens. | Number of teachers. | Number of pupils. |
| Alabama..... | | | | 1 | 1 | 3 | 20 |
| Arizona..... | | | | | | | |
| Arkansas..... | 1 | 2 | 20 | | | | |
| California..... | 67 | 136 | 4,663 | 5 | 22 | 43 | 1,158 |
| Colorado..... | 14 | 30 | 658 | 4 | 14 | 20 | 592 |
| Connecticut..... | 11 | 25 | 299 | 9 | 19 | 55 | 1,655 |
| Delaware..... | 2 | 3 | 33 | | | | |
| District of Columbia..... | 16 | 30 | 517 | | | | |
| Florida..... | 4 | 6 | 119 | | | | |
| Georgia..... | 3 | 4 | 68 | 2 | 5 | 11 | 320 |
| Idaho..... | | | | | | | |
| Illinois..... | 189 | 251 | 7,153 | 7 | 8 | 20 | 338 |
| Indian Territory..... | 1 | 1 | 49 | | | | |
| Indiana..... | 29 | 117 | 2,700 | 4 | 6 | 7 | 210 |
| Iowa..... | 13 | 33 | 462 | 9 | 20 | 53 | 1,215 |
| Kansas..... | 10 | 13 | 355 | 4 | 6 | 6 | 214 |
| Kentucky..... | 18 | 56 | 813 | 2 | 3 | 4 | 339 |
| Louisiana..... | 6 | 18 | 260 | 1 | 4 | 10 | 265 |
| Maine..... | 4 | 6 | 94 | 1 | 1 | 1 | 25 |
| Maryland..... | 18 | 39 | 702 | | | | |
| Massachusetts..... | 45 | 79 | 984 | 9 | 56 | 93 | 3,198 |
| Michigan..... | 20 | 41 | 796 | 10 | 26 | 46 | 1,412 |
| Minnesota..... | 23 | 49 | 1,020 | 6 | 9 | 17 | 653 |
| Mississippi..... | | | | 2 | 2 | 2 | 92 |
| Missouri..... | 7 | 9 | 113 | 2 | 83 | 261 | 6,890 |
| Montana..... | 5 | 6 | 71 | | | | |
| Nebraska..... | 13 | 24 | 399 | 3 | 4 | 6 | 224 |
| Nevada..... | | | | | | | |
| New Hampshire..... | 2 | 5 | 36 | 2 | 2 | 2 | 55 |
| New Jersey..... | 18 | 32 | 433 | 6 | 18 | 18 | 912 |
| New Mexico..... | | | | | | | |
| New York..... | 125 | 238 | 5,028 | 18 | 45 | 75 | 2,722 |
| North Carolina..... | 5 | 10 | 152 | | | | |
| North Dakota..... | | | | | | | |
| Ohio..... | 73 | 144 | 2,445 | 7 | 7 | 9 | 313 |
| Oklahoma..... | | | | | | | |
| Oregon..... | 2 | 4 | 77 | | | | |
| Pennsylvania..... | 50 | 73 | 1,269 | 4 | 45 | 70 | 2,849 |
| Rhode Island..... | 7 | 27 | 250 | 3 | 6 | 10 | 366 |
| South Carolina..... | | | | | | | |
| South Dakota..... | | | | | | | |
| Tennessee..... | 11 | 21 | 471 | | | | |
| Texas..... | 6 | 8 | 157 | 2 | 2 | 2 | 67 |
| Utah..... | 2 | 5 | 80 | | | | |
| Vermont..... | 4 | 5 | 56 | | | | |
| Virginia..... | 4 | 7 | 86 | | | | |
| Washington..... | 8 | 9 | 183 | | | | |
| West Virginia..... | | | | | | | |
| Wisconsin..... | 16 | 31 | 561 | 13 | 44 | 82 | 5,143 |
| Wyoming..... | | | | | | | |
| United States..... | 852 | 1,602 | 33,637 | 137 | 459 | 933 | 31,659 |

Number of private kindergartens whose address was furnished to Bureau but who failed to respond to its inquiries.

| | | | |
|---------------------------|-----|---------------------|-------|
| Alabama..... | 3 | Nevada..... | 6 |
| Arkansas..... | 2 | New Hampshire..... | 4 |
| Arizona..... | 3 | New Jersey..... | 35 |
| California..... | 85 | New Mexico..... | 6 |
| Colorado..... | 12 | New York..... | 118 |
| Connecticut..... | 32 | North Carolina..... | 4 |
| Delaware..... | 5 | North Dakota..... | 5 |
| District of Columbia..... | 6 | Ohio..... | 53 |
| Florida..... | 4 | Oregon..... | 7 |
| Georgia..... | 11 | Pennsylvania..... | 75 |
| Illinois..... | 168 | Rhode Island..... | 18 |
| Indiana..... | 30 | South Carolina..... | 2 |
| Indian Territory..... | 1 | South Dakota..... | 8 |
| Iowa..... | 33 | Tennessee..... | 16 |
| Kansas..... | 28 | Texas..... | 21 |
| Kentucky..... | 28 | Utah..... | 8 |
| Louisiana..... | 2 | Vermont..... | 1 |
| Maine..... | 5 | Virginia..... | 3 |
| Maryland..... | 21 | Washington..... | 10 |
| Massachusetts..... | 98 | West Virginia..... | 1 |
| Michigan..... | 50 | Wisconsin..... | 47 |
| Minnesota..... | 46 | Wyoming..... | 4 |
| Missouri..... | 2 | | |
| Montana..... | 6 | Total..... | 1,148 |
| Nebraska..... | 15 | | |



CHAPTER XX.

STATISTICAL SUMMARIES OF CITY PUBLIC SCHOOLS.

1.—CITY PUBLIC SCHOOLS.

TABLE 1.—*Summary by States of population and school enrollment and attendance in cities containing over 8,000 inhabitants.¹*

| State. | Num- ber of school sys- tems. | Total pop- ulation (census of 1890). | Enrollment in public day schools. | Aggregate number of days' attend- ance of all pupils. | Average daily attendance. | Enrollment in private and paro- chial schools (estimated) |
|-----------------------------|---|---|--|---|---------------------------------|--|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| United States..... | 442 | 18,088,348 | 2,667,042 | 364,687,603.5 | 1,884,473.9 | 723,990 |
| North Atlantic Division.... | 186 | 8,849,545 | 1,335,394 | 181,981,648.9 | 914,244.9 | 345,019 |
| South Atlantic Division.... | 37 | 1,419,964 | 192,820 | 27,756,177.4 | 148,831 | 50,001 |
| South Central Division.... | 37 | 1,147,093 | 148,798 | 18,951,843.5 | 106,044.2 | 48,909 |
| North Central Division.... | 155 | 5,780,848 | 854,615 | 117,701,859.7 | 621,409.1 | 250,668 |
| Western Division..... | 27 | 890,898 | 135,415 | 18,296,074 | 93,944.7 | 29,393 |
| North Atlantic Division: | | | | | | |
| Maine..... | 8 | 130,346 | 20,770 | 2,843,642 | 16,038 | 4,410 |
| New Hampshire..... | 5 | 103,058 | 11,228 | 1,369,751 | 7,888 | 6,307 |
| Vermont..... | 2 | 22,829 | 2,946 | 395,804.5 | 2,185 | 2,020 |
| Massachusetts..... | 41 | 1,511,175 | 244,753 | 35,816,607 | 173,898.4 | 43,237 |
| Rhode Island..... | 5 | 208,766 | 28,519 | 4,020,591 | 20,772.7 | 7,217 |
| Connecticut..... | 13 | 350,292 | 56,869 | 7,676,341.2 | 39,516.6 | 12,135 |
| New York..... | 48 | 3,590,116 | 510,997 | 71,163,279 | 353,016 | 149,710 |
| New Jersey..... | 20 | 780,912 | 115,072 | 15,127,171 | 76,387.7 | 34,210 |
| Pennsylvania..... | 44 | 2,152,051 | 344,240 | 43,568,462.2 | 224,542.5 | 85,773 |
| South Atlantic Division: | | | | | | |
| Delaware..... | 1 | 61,431 | 9,568 | 1,298,200 | 6,491 | ..... |
| Maryland..... | 4 | 465,479 | 56,937 | 9,016,943 | 45,904 | ..... |
| District of Columbia..... | 2 | 230,392 | 38,386 | 4,935,594 | 29,010 | 8,500 |
| Virginia..... | 9 | 221,965 | 28,770 | 3,995,817.4 | 21,416 | 8,929 |
| West Virginia..... | 3 | 53,038 | 9,512 | 1,290,826 | 6,763 | 1,325 |
| North Carolina..... | 5 | 62,544 | ..... | ..... | ..... | ..... |
| South Carolina..... | 3 | 78,915 | 9,292 | 1,507,112 | 7,921 | 3,957 |
| Georgia..... | 7 | 199,169 | 26,736 | 4,219,756 | 22,392 | 4,595 |
| Florida..... | 3 | 47,031 | 4,675 | 506,058 | 2,978 | ..... |
| South Central Division: | | | | | | |
| Kentucky..... | 7 | 276,454 | 39,746 | 5,937,100 | 29,785 | 13,837 |
| Tennessee..... | 5 | 202,337 | 26,409 | 3,491,546.5 | 19,608.5 | 4,530 |
| Alabama..... | 4 | 89,139 | 9,213 | ..... | ..... | ..... |
| Mississippi..... | 3 | 34,098 | 6,214 | 734,972 | 4,140 | 1,260 |
| Louisiana..... | 3 | 264,496 | 25,881 | 2,793,330 | 17,736 | 17,669 |
| Texas..... | 11 | 225,346 | 31,391 | 3,482,893 | 19,487.7 | 5,694 |
| Arkansas..... | 4 | 55,223 | 9,944 | 1,069,496 | 7,307 | 2,501 |
| Oklahoma..... | 0 | 0 | 0 | 0 | 0 | 0 |
| Indian Territory..... | 0 | 0 | 0 | 0 | 0 | 0 |

¹ In the preparation of this table omissions and deficiencies in the returns of individual cities were supplied from the best sources available. If no accurate information could be had in any particular case, an estimate based upon the ratios developed in the other cities of the same State was used unless it appeared that the conditions were essentially different in the city for which precise data were lacking.

Blanks indicate that the number of cities which reported the item was not sufficient to justify an estimate to supply the deficiency.

TABLE 1.—*Summary by States of population and school enrollment and attendance in cities containing over 8,000 inhabitants—Continued.*

| States. | Number of school systems. | Total population (census of 1890.) | Enrollment in public day schools. | Aggregate number of days' attendance of all pupils. | Average daily attendance. | Enrollment in private and parochial schools (estimated). |
|--------------------------------|---------------------------|------------------------------------|-----------------------------------|---|---------------------------|--|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| North Central Division: | | | | | | |
| Ohio | 29 | 1,159,342 | 171,791 | 25,215,352 | 133,671.3 | 32,316 |
| Indiana | 18 | 490,566 | 64,268 | 8,622,018.4 | 46,719.5 | 19,861 |
| Illinois | 24 | 1,485,955 | 208,489 | 29,877,194 | 151,706.4 | 81,964 |
| Michigan | 22 | 546,095 | 87,280 | 12,276,180 | 62,162.1 | 28,555 |
| Wisconsin | 17 | 424,546 | 63,693 | 8,537,884 | 45,707 | 26,974 |
| Minnesota | 6 | 369,315 | 48,551 | 6,681,739 | 35,620 | 13,800 |
| Iowa | 13 | 269,230 | 48,813 | 6,183,890.5 | 33,567 | 10,007 |
| Missouri | 8 | 690,695 | 98,700 | 12,371,596 | 68,601 | 29,880 |
| North Dakota | 0 | 0 | 0 | 0 | 0 | 0 |
| South Dakota | 1 | 10,177 | 1,500 | 163,216.8 | 926.8 | 140 |
| Nebraska | 8 | 259,048 | 29,223 | 3,663,328 | 19,735 | 3,735 |
| Kansas | 9 | 165,879 | 32,307 | 4,109,61 | 22,993 | 3,436 |
| Western Division: | | | | | | |
| Montana | 2 | 24,557 | 4,439 | 805,072 | 2,771.6 | 737 |
| Wyoming | 1 | 11,690 | 1,189 | 141,342 | 800 | 200 |
| Colorado | 7 | 152,795 | 22,921 | 2,529,898 | 14,093 | ..... |
| New Mexico | 0 | 0 | 0 | 0 | 0 | 0 |
| Arizona | 0 | 0 | 0 | 0 | 0 | 0 |
| Utah | 2 | 59,732 | 9,044 | 1,104,746 | 5,923 | 2,586 |
| Nevada | 1 | 8,511 | 1,850 | 295,269 | 1,469 | 265 |
| Idaho | 0 | 0 | 0 | 0 | 0 | 0 |
| Washington | 3 | 98,765 | 12,893 | 1,627,110 | 8,487.3 | ..... |
| Oregon | 2 | 56,917 | 7,564 | 983,623 | 5,284.8 | 1,306 |
| California | 9 | 477,931 | 75,505 | 10,809,014 | 55,116 | 18,500 |

TABLE 2.—*Summary by States of supervising officers, teachers, property, and expenditures of school systems of cities containing over 8,000 inhabitants.¹*

| State. | Number of supervising officers. | Number of teachers. | | | Number of buildings. | Number of seats or sittings for study. | Value of all public property used for school purposes. | Expenditure for supervising and teaching. | Expenditure for all purposes except bonds and loans. |
|---------------------------------|---------------------------------|---------------------|---------|--------|----------------------|--|--|---|--|
| | | Male. | Female. | Total. | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| United States | 2,463 | 3,874 | 48,557 | 52,431 | 6,478 | 2,396,674 | 184,507,058 | 33,266,128 | 56,936,447 |
| North Atlantic Division: | | | | | | | | | |
| North Atlantic Division | 1,179 | 1,702 | 24,353 | 26,055 | 3,164 | 1,170,477 | 93,319,620 | 16,560,417 | 27,952,437 |
| South Atlantic Division | 110 | 411 | 3,462 | 3,873 | 460 | 180,727 | 8,577,207 | 2,147,475 | 3,278,942 |
| South Central Division | 172 | 299 | 2,287 | 2,586 | 359 | 122,353 | 7,803,089 | 1,523,392 | 2,210,881 |
| North Central Division | 848 | 1,239 | 16,095 | 17,334 | 2,119 | 804,638 | 60,731,816 | 10,845,838 | 19,114,726 |
| Western Division | 154 | 223 | 2,360 | 2,583 | 376 | 118,479 | 14,075,326 | 2,189,006 | 4,379,461 |
| North Atlantic Division: | | | | | | | | | |
| Maine | 26 | 37 | 510 | 547 | 183 | 22,724 | 955,483 | 221,223 | 346,667 |
| New Hampshire | 21 | 18 | 236 | 254 | 78 | 9,685 | 1,363,527 | 143,958 | 309,949 |
| Vermont | 2 | 7 | 81 | 88 | 16 | 2,793 | 185,000 | 36,301 | 79,644 |
| Massachusetts | 128 | 450 | 4,788 | 5,238 | 937 | 239,507 | 24,411,741 | 3,722,886 | 5,981,576 |
| Rhode Island | 31 | 43 | 616 | 659 | 122 | 28,769 | 2,037,500 | 417,550 | 733,365 |
| Connecticut | 52 | 84 | 1,122 | 1,206 | 176 | 59,444 | 4,412,024 | 718,289 | 1,293,309 |
| New York | 598 | 558 | 9,503 | 10,061 | 688 | 443,448 | 35,949,428 | 6,894,180 | 11,321,062 |
| New Jersey | 124 | 66 | 1,915 | 1,981 | 198 | 93,324 | 5,252,305 | 1,222,233 | 1,838,177 |
| Pennsylvania | 197 | 439 | 5,582 | 6,021 | 766 | 276,789 | 20,702,612 | 3,183,787 | 6,048,688 |
| South Atlantic Division: | | | | | | | | | |
| Delaware | 2 | 4 | 183 | 187 | 27 | 8,316 | 528,817 | 83,525 | 154,301 |
| Maryland | 15 | 130 | 1,252 | 1,382 | 120 | 62,406 | 2,797,500 | 762,980 | 1,347,475 |
| District of Columbia | 16 | 90 | 689 | 779 | 92 | 33,009 | 2,480,575 | 549,513 | 923,413 |

¹In the preparation of this table omissions and deficiencies in the returns of individual cities were supplied from the best sources available. If no accurate information could be had in any particular case, an estimate based upon the ratios developed in the other cities of the same State was used unless it appeared that the conditions were essentially different in the city for which precise data were lacking.

Blanks indicate that the number of cities which reported the item was not sufficient to justify an estimate to supply the deficiency.

TABLE 2.—Summary by States of supervising officers, teachers, property, and expenditures of school systems of cities containing over 8,000 inhabitants—Continued.

| State. | Number of supervising officers. | Number of teachers. | | | Number of buildings. | Number of seats or sittings for study. | Value of all public property used for school purposes. | Expenditure for supervising and teaching. | Expenditure for all purposes except bonds and loans. |
|------------------------------------|---------------------------------|---------------------|---------|--------|----------------------|--|--|---|--|
| | | Male. | Female. | Total. | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| South Atlantic Division—Continued. | | | | | | | | | |
| Virginia | 29 | 61 | 429 | 490 | 72 | 24, 872 | 765, 162 | 237, 930 | 310, 206 |
| West Virginia | 11 | 10 | 179 | 189 | 25 | 8, 200 | 434, 825 | 93, 525 | 151, 355 |
| North Carolina | 9 | 12 | 140 | 152 | 16 | 8, 742 | 220, 000 | 77, 391 | 96, 463 |
| South Carolina | 16 | 50 | 424 | 474 | 62 | 22, 161 | 1, 062, 628 | 273, 183 | 380, 814 |
| Georgia | 2 | 20 | 71 | 91 | 30 | ..... | 89, 390 | 15, 637 | 49, 734 |
| Florida | 43 | 56 | 586 | 642 | 71 | 29, 635 | 1, 987, 399 | 416, 837 | 618, 761 |
| South Central Division: | | | | | | | | | |
| Kentucky | 56 | 56 | 344 | 400 | 48 | 20, 029 | 1, 031, 800 | 249, 509 | 366, 684 |
| Tennessee | 4 | 5 | 81 | 86 | 18 | ..... | ..... | ..... | ..... |
| Alabama | 4 | 5 | 81 | 86 | 11 | 6, 365 | 133, 600 | 35, 383 | 44, 419 |
| Mississippi | 5 | 36 | 481 | 517 | 69 | 22, 595 | ..... | 233, 030 | 265, 830 |
| Louisiana | 43 | 103 | 478 | 581 | 114 | 26, 793 | 1, 879, 790 | 387, 056 | 565, 676 |
| Texas | 10 | 21 | 128 | 149 | 28 | 7, 711 | ..... | 89, 325 | 131, 104 |
| Arkansas | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Oklahoma | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Indian Territory | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| North Central Division: | | | | | | | | | |
| Ohio | 137 | 287 | 3, 164 | 3, 451 | 382 | 175, 697 | 14, 169, 530 | 2, 250, 770 | 3, 873, 811 |
| Indiana | 60 | 125 | 1, 154 | 1, 279 | 179 | 60, 052 | 3, 901, 526 | 715, 279 | 1, 194, 459 |
| Illinois | 292 | 221 | 4, 061 | 4, 282 | 403 | 199, 473 | 13, 739, 847 | 2, 957, 786 | 5, 108, 599 |
| Michigan | 95 | 99 | 1, 718 | 1, 817 | 253 | 84, 063 | 5, 621, 503 | 959, 037 | 1, 832, 439 |
| Wisconsin | 61 | 95 | 1, 098 | 1, 193 | 179 | 60, 092 | 3, 477, 519 | 711, 909 | 1, 037, 374 |
| Minnesota | 61 | 52 | 1, 193 | 1, 251 | 132 | 48, 417 | 6, 039, 695 | 893, 460 | 1, 094, 724 |
| Iowa | 55 | 77 | 953 | 1, 030 | 150 | 44, 986 | 3, 465, 930 | 540, 455 | 1, 053, 871 |
| Missouri | 40 | 155 | 1, 679 | 1, 834 | 204 | 87, 628 | 5, 755, 646 | 1, 104, 818 | 2, 047, 659 |
| North Dakota | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| South Dakota | 2 | 2 | 31 | 33 | 7 | 1, 380 | 172, 000 | 22, 690 | 46, 284 |
| Nebraska | 28 | 28 | 544 | 572 | 121 | 23, 145 | 2, 229, 100 | 371, 539 | 637, 856 |
| Kansas | 17 | 98 | 494 | 592 | 109 | 28, 705 | 2, 099, 500 | 318, 073 | 587, 680 |
| Western division: | | | | | | | | | |
| Montana | 6 | 4 | 81 | 85 | 20 | 4, 500 | 825, 000 | 70, 871 | 159, 962 |
| Wyoming | 1 | 1 | 23 | 24 | 3 | 850 | 118, 000 | 19, 070 | 26, 581 |
| Colorado | 29 | 48 | 377 | 425 | 51 | 17, 753 | 2, 862, 595 | 312, 247 | 972, 162 |
| New Mexico | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arizona | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Utah | 5 | 35 | 95 | 130 | 45 | 6, 876 | 545, 177 | 89, 367 | 198, 170 |
| Nevada | 3 | 3 | 28 | 31 | 7 | ..... | 71, 650 | 28, 793 | 41, 655 |
| Idaho | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Washington | 10 | 18 | 243 | 261 | 54 | 13, 648 | 1, 363, 762 | 194, 170 | 846, 839 |
| Oregon | 10 | 12 | 124 | 136 | 15 | 6, 200 | 602, 750 | 96, 431 | 195, 924 |
| California | 90 | 102 | 1, 389 | 1, 491 | 181 | 67, 520 | 7, 686, 392 | 1, 378, 057 | 1, 938, 168 |

List of cities containing over 8,000 inhabitants, concerning which no information is at hand.

| City. | State. | City. | State. |
|--------------------|-------------|--------------------|-----------------|
| Anniston | Alabama. | Baton Rouge | Louisiana. |
| Pine Bluff | Arkansas. | Cumberland | Maryland. |
| Alameda | California. | Manistee | Michigan. |
| Fresno | Do. | Corning | New York |
| Leadville | Colorado. | New Brighton | Do. |
| Jacksonville | Florida. | Raleigh | North Carolina. |
| Brunswick | Georgia. | Wilmington | Do. |
| Alton | Illinois. | Watertown | Wisconsin. |
| Madison | Indiana. | | |

CHAPTER XXI.

SECONDARY SCHOOLS.

A.—Public high schools. B.—Private academies, seminaries, etc.

For the purpose of comparison and study of the movements in secondary institutions in the United States, the two great classes of (1) public high schools and (2) private academies, seminaries, and institutions of like grade have been reported in the same way, as far as was possible. Assuming that the studies pursued were of the same general character in each, the same inquiries were made and the replies collected in the two sets of tables, each class separately, but upon the same general plan.

In the last report (1889-'90) for the first time an attempt was made by the Bureau to collect complete statistics of the public high schools, union schools, and high school departments of public schools in this country, so far as the lists of such schools could be secured in the short period allotted. Of necessity, these lists were somewhat incomplete, but often by considerable correspondence detailed returns more or less complete were received from 2,526 high schools for that year. For the purpose above stated and to show a more exact condition of the schools as to management, scholarship, and actual results, it became necessary to arrange for securing more accurate information from all secondary schools, public and private, as to the number of teachers giving secondary instruction and the number of students pursuing only secondary studies in these schools. This plan required the elimination from the teaching force of all elementary teachers, or those giving instruction solely in grades below the secondary, and also necessitated the exclusion from the number of students of all those who were not pursuing secondary studies. As was expected, the first effort to secure accurate data upon all these points was not only difficult, but almost impossible to accomplish in one year. Hence, while the statistics reported were given as fully as possible for 1889-'90, they were not considered as sufficiently accurate for discussion or comparison with other years, even if the data for former years had been obtainable, as they were not in the case of public high schools. For these reasons the statistics alone were printed last year, yet these by a careful study show many interesting results, imperfect as they are, like all data collected for the first time.

This year the inquiries sent out were more perfectly understood, and the returns made approximated more closely to the exact conditions of the various institutions reporting. The fact that many union schools, and some high schools, both public and private, contain students in the elementary grade, and as the line of demarcation between elementary and secondary instruction varies somewhat in different States, and often in different schools of the same State, although nominally of the same grade, it becomes quite a difficult question to decide which students in some high schools belong to the one class or the other.

To secure uniformity in the returns from so many different schools where there were differences in regard to the classification of students as belonging to the secondary grade, it became necessary to adopt some plan to define, as far as possible, the status of the students in a school by the reports made in each case, and the principal was asked to classify the students into secondary and elementary, if there were any of the latter class, and to place the number of elementary students in a separate column apart from the secondary students in the report from the school.

In addition to this method of showing the grade of students in the school, another plan was adopted to secure uniformity by having a report of the number of students pursuing certain studies, generally accepted as secondary studies. For this purpose a list of thirteen studies, with spaces for additional ones of like grade, was placed on the form of inquiry sent out and reports asked as to the number of students pursuing each of these studies named. These studies were Latin, Greek, French, German, algebra, geometry, trigonometry, physics, chemistry, history (other than the

United States), rhetoric, English literature, and geology. It is of course admitted that these studies, selected to indicate in a general way the secondary grade, do not include all that might have been chosen, but as they are studies usually found in all secondary schools they may be taken as fairly representative of all institutions.

This method shows approximately not only the standard of the school in certain studies and classes of studies, but gives a very interesting collection of statistics for comparison as to the curricula of secondary schools, in different sections of the country, as to what classes of studies have the ascendancy, and also furnishes ground for comparing the standards of the public and private schools of this grade. These data of studies will also in time indicate the changes going on in the various individual schools, and also show the general changes in States and larger geographical divisions, if the curriculum may be considered a standard of comparison, other things being equal. In the year 1889-'90 reports were received from 2,526 public high schools, with 9,120 teachers and 202,963 students. In 1890-'91, 2,773 schools reported, with 8,270 teachers and 211,593 students. In 1889-'90 the private secondary schools were reported as 1,632, with 7,209 teachers and 94,931 students. In 1890-'91 of this class there were reported 1,773 schools, with 6,231 teachers and 98,400 students.

An apparent discrepancy arises in the number of teachers in both the public and private schools, owing in some measure to the imperfect nature of the returns for 1889-'90 in both classes of schools. In the first attempt to separate the teachers who taught other than secondary studies from the entire teaching force and give only those who were in fact secondary teachers, it was expected that some errors would arise. In many schools some teachers teach in both grades; hence the difficulty of making complete returns, but in 1890-'91 the report given probably approximates more nearly to the exact number. It should be noted that the apparent decrease in the number of teachers in both classes of schools is about the same.

As to the students it is also doubtless true that some below the standard of secondary schools were included in 1889-'90 which are eliminated in the next return for 1890-'91, and hence the increase of secondary students does not appear so great as it really is.

How nearly complete the return of the number of these schools of both classes is not certainly known, though persistent efforts have been made to reach every school. Quite a number of them have not yet been reported, because the work on the part of the schools is entirely voluntary, and often the changes in principals, absence, and other causes make it difficult to secure replies in time from many schools, both public and private. It is well known that some of the State superintendents in their returns to this Bureau report quite differently from the numbers given in these tables, some giving less, but most of them a greater percentage especially of scholars.

The probability would seem to be from all the returns given that the reports made by the States as a whole are too large, while those collected upon returns direct from the schools are somewhat too small, and the true number is to be found somewhere between the two extremes and can only be determined by returns made for a series of years.

Another apparent discrepancy appears in the Extra Census Bulletin No. 11, October 7, 1891, which gives the returns of secondary students for July 1, 1891, in public schools, 277,049, and in private schools, 277,241. These figures increase the number of students in public high schools by 65,451, or one-third; and in private secondary schools, the increase is 182,310, over three times as great, or 82 per cent more than the reports made to the Bureau show for the same year. A portion of this difference may be explained by the fact that probably quite a portion of those included in these figures are elementary students and not separated as in the reports made to this Bureau.

The simple statement of these varying results shows how difficult it is to get definite data and how careful it is necessary to be in predicating results upon these figures.

While it is true that the returns given in the tables of statistics published by the Bureau are far from complete, it is equally true that what data has been received is fairly reliable, and for comparison as to the character of the institutions by their studies and of the two classes of public and private institutions with each other the data are sufficient. If even only one-half of the institutions of each class were fairly reported the comparison would be good.

That certain changes are going on in these two classes of schools is quite evident, but it requires statistics for a series of years to make definite statements as to the extent of these changes, for a special cause might operate for a single year. The rapid growth of the system of public high schools seems well indicated, and probably this result has its influence in absorbing many of the private institutions of the same grade; and hence it is probable that in some States the number of the public institutions will increase and the private ones decrease.

The changes in the number of students in these institutions seems not so great, for the thorough courses of study in many private institutions as preparatory for college, and the lack of these facilities in some public high schools, simply on account of being newly established, keep students where it is supposed they can secure special advantages for their future work. The prevailing idea in some localities that the public high schools should not prepare for college may also have its influence to some extent. At any rate, at the present time the private institutions still do a large proportion of the preparatory work, and it is equally true that as far as the public schools accept this function as part of their work they will more and more take their position as being next to the college in the educational system.

SUMMARIES OF STATISTICS, 1890-'91.

The following tables of summaries are so arranged that the public and private schools may be compared as far as possible, the same table in each case following in order, the public schools first. On this plan the general statistics are given by geographical divisions and by States and Territories. Table 1 gives the number of schools, instructors, and students for public high schools.

This table shows that over one-half of the whole number of public high schools reported are in the North Central Division, 1,448 out of 2,273; and out of 8,270 instructors this same division has 4,075, almost one-half. Of the 211,596 students 104,290, about the same proportion, are found in the great Northwest, showing that in this section the public high school has had a rapid growth. The North Atlantic Division follows closely with 845 schools, 2,091 instructors, and 77,850 students. The South Atlantic and South Central Divisions are nearly the same as to the number of instructors and students, the South Central having a larger number of schools, but smaller in size. The Western Division, though smallest in numbers, has shown rapid growth, the increase in the number of students being about 20 per cent over the last year, and a large percentage, also, in the number of schools and instructors. The other items of this table are further discussed in connection with the diagrams following the next table.

INSTRUCTORS AND STUDENTS IN PRIVATE ACADEMIES, ETC.

Arranged on the same plan follows the summary of statistics of the private academies, etc., as to schools, instructors, and students.

TABLE I.—Summary of statistics of public high schools for 1890-91.—Instructors and students.

| State or Territory. | Students. | | | | | | | | | | Total number of gradu- ates in 1891. | | | | | | | | | |
|---------------------------|--------------------|--------|------------------------------|---------|------------|-------|---------|--------|--------------------------|---------|---|-------|------------------------|--------|--------------------|---------|---|----|----|----|
| | Number of schools. | | Instructors, sec- ondary. | | Secondary. | | | | Colored (in- cluded). | | | | Preparing for college. | | | | College prepara- tory students graduating in 1891. | | | |
| | | | | | | | | | | | | | Classical course. | | Scientific course. | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| United States | | | | | | | | | | | | | | | | | | | | |
| North Atlantic Division. | | | | | | | | | | | | | | | | | | | | |
| Maine..... | | | | | | | | | | | | | | | | | | | | |
| New Hampshire..... | | | | | | | | | | | | | | | | | | | | |
| Vermont..... | | | | | | | | | | | | | | | | | | | | |
| Massachusetts..... | | | | | | | | | | | | | | | | | | | | |
| Rhode Island..... | | | | | | | | | | | | | | | | | | | | |
| Connecticut..... | | | | | | | | | | | | | | | | | | | | |
| New York..... | | | | | | | | | | | | | | | | | | | | |
| New Jersey..... | | | | | | | | | | | | | | | | | | | | |
| Pennsylvania..... | | | | | | | | | | | | | | | | | | | | |
| South Atlantic Division: | | | | | | | | | | | | | | | | | | | | |
| Delaware..... | | | | | | | | | | | | | | | | | | | | |
| Maryland..... | | | | | | | | | | | | | | | | | | | | |
| District of Columbia..... | | | | | | | | | | | | | | | | | | | | |
| Virginia..... | | | | | | | | | | | | | | | | | | | | |
| West Virginia..... | | | | | | | | | | | | | | | | | | | | |
| North Carolina..... | | | | | | | | | | | | | | | | | | | | |
| South Carolina..... | | | | | | | | | | | | | | | | | | | | |
| Georgia..... | | | | | | | | | | | | | | | | | | | | |
| Florida..... | | | | | | | | | | | | | | | | | | | | |
| South Central Division: | | | | | | | | | | | | | | | | | | | | |
| Kentucky..... | | | | | | | | | | | | | | | | | | | | |
| Tennessee..... | | | | | | | | | | | | | | | | | | | | |
| Alabama..... | | | | | | | | | | | | | | | | | | | | |
| Mississippi..... | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|-----|-----|-----|-----|-------|--------|--------|-----|-----|-----|-----|-----|-----|-----|-----|-------|-----|-----|-----|-------|
| Louisiana..... | 5 | 8 | 11 | 19 | 267 | 511 | 778 | 89 | 120 | 209 | 256 | 268 | 524 | 107 | 105 | 212 | 33 | 61 | 94 | 151 |
| Texas..... | 78 | 101 | 87 | 188 | 1,435 | 2,257 | 3,693 | 15 | 41 | 56 | 29 | 82 | 81 | 42 | 37 | 79 | 12 | 29 | 41 | 295 |
| Arkansas..... | 21 | 23 | 23 | 46 | 472 | 634 | 1,106 | | | | | | | | | | | | | 80 |
| Oklahoma..... | | | | | | | | | | | | | | | | | | | | |
| Indian Territory..... | | | | | | | | | | | | | | | | | | | | |
| North Central Division: | | | | | | | | | | | | | | | | | | | | |
| Ohio..... | 304 | 410 | 433 | 843 | 8,291 | 12,233 | 20,524 | 265 | 343 | 608 | 494 | 263 | 887 | 652 | 718 | 1,241 | 322 | 338 | 660 | 2,935 |
| Indiana..... | 117 | 133 | 144 | 337 | 3,351 | 5,209 | 8,560 | 121 | 189 | 210 | 163 | 162 | 225 | 166 | 248 | 414 | 129 | 245 | 374 | 1,086 |
| Illinois..... | 208 | 314 | 347 | 601 | 6,199 | 11,573 | 17,772 | 108 | 167 | 275 | 268 | 266 | 534 | 357 | 407 | 744 | 136 | 230 | 416 | 1,498 |
| Michigan..... | 153 | 189 | 273 | 402 | 5,063 | 7,078 | 12,141 | 54 | 70 | 124 | 184 | 206 | 390 | 673 | 366 | 1,229 | 238 | 362 | 570 | 1,464 |
| Wisconsin..... | 132 | 155 | 167 | 322 | 3,158 | 4,480 | 7,638 | 9 | 9 | 18 | 158 | 220 | 378 | 180 | 197 | 377 | 128 | 125 | 253 | 862 |
| Minnesota..... | 76 | 106 | 168 | 274 | 2,238 | 3,432 | 5,791 | 10 | 18 | 28 | 156 | 150 | 306 | 423 | 407 | 890 | 133 | 177 | 310 | 939 |
| Iowa..... | 180 | 206 | 290 | 496 | 5,020 | 7,763 | 12,783 | 73 | 98 | 171 | 216 | 409 | 625 | 208 | 272 | 480 | 201 | 335 | 545 | 1,750 |
| Missouri..... | 73 | 123 | 99 | 222 | 2,594 | 4,649 | 7,243 | 133 | 221 | 354 | 204 | 249 | 453 | 306 | 321 | 627 | 104 | 155 | 259 | 822 |
| North Dakota..... | 3 | 3 | 5 | 8 | 58 | 81 | 139 | | | | 7 | 7 | 14 | 9 | 7 | 16 | 4 | 11 | 15 | 21 |
| South Dakota..... | 10 | 7 | 13 | 20 | 136 | 225 | 361 | 3 | 3 | 6 | 30 | 36 | 66 | 7 | 23 | 30 | 5 | 6 | 11 | 261 |
| Nebraska..... | 88 | 105 | 97 | 202 | 2,001 | 2,975 | 4,976 | 18 | 32 | 50 | 216 | 252 | 468 | 143 | 194 | 337 | 107 | 140 | 247 | 590 |
| Kansas..... | 104 | 137 | 91 | 228 | 2,509 | 3,853 | 6,362 | 163 | 178 | 341 | 207 | 254 | 461 | 263 | 347 | 610 | 146 | 190 | 336 | 721 |
| Western Division: | | | | | | | | | | | | | | | | | | | | |
| Montana..... | 9 | 8 | 8 | 16 | 106 | 199 | 305 | | | | 9 | 9 | 18 | | | | 2 | | | 10 |
| Wyoming..... | 2 | 2 | 3 | 5 | 41 | 59 | 100 | 6 | 10 | 16 | | | | | | | 8 | 8 | 16 | 18 |
| Colorado..... | 25 | 41 | 50 | 91 | 746 | 1,124 | 1,870 | 22 | 10 | 32 | 90 | 49 | 139 | 86 | 69 | 155 | 33 | 31 | 64 | 196 |
| New Mexico..... | | | | | | | | | | | | | | | | | | | | |
| Arizona..... | 3 | 3 | 1 | 4 | 19 | 43 | 62 | | | | | | | 5 | 2 | 7 | 1 | 6 | 7 | 21 |
| Utah..... | 1 | 1 | 1 | 2 | 14 | 27 | 41 | | | | | | | | | | | | | |
| Nevada..... | 11 | 8 | 10 | 18 | 154 | 289 | 443 | | 1 | 1 | 5 | 7 | 12 | 22 | 48 | 70 | 4 | 7 | 11 | 57 |
| Idaho..... | 5 | 5 | 3 | 8 | 102 | 94 | 196 | 5 | 3 | 8 | 7 | 6 | 13 | 5 | 3 | 8 | 4 | 5 | 9 | 15 |
| Washington..... | 11 | 11 | 25 | 36 | 291 | 402 | 693 | | | | 11 | 9 | 20 | 12 | 6 | 18 | 7 | 3 | 10 | 48 |
| Oregon..... | 9 | 12 | 9 | 21 | 206 | 360 | 566 | | 1 | 1 | 3 | | 3 | 16 | 8 | 14 | 7 | 2 | 9 | 51 |
| California..... | 41 | 70 | 96 | 166 | 1,812 | 2,747 | 4,559 | 29 | 34 | 63 | 77 | 113 | 190 | 315 | 397 | 713 | 129 | 220 | 349 | 637 |

TABLE II.—Summary of statistics of endowed academics, seminaries, and other private secondary schools for 1890-91.

SCHOOLS, INSTRUCTORS, AND STUDENTS.

| State or Territory. | Number of schools. | Instructors, secondary. | | | Secondary. | | | | | | | Colored (included). | | | | Students. | | | | | | Total number of graduates in 1890-91. |
|---------------------------|--------------------|-------------------------|---|---|--------------------|---|---|-------|----|---------|----|---------------------|----|---------|----|------------------------|----|---------|--|--------|--|---------------------------------------|
| | | | | | | | | | | | | | | | | Preparing for college. | | | College preparatory students graduating in 1891. | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | Classical course. | | | Scientific course. | | | Male. | | Female. | | Male. | | Female. | | Male. | | Female. | | Total. | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | | |
| United States. | | | | | | | | | | | | | | | | | | | | | | |
| North Atlantic Division. | | | | | | | | | | | | | | | | | | | | | | |
| Maine..... | | | | | | | | | | | | | | | | | | | | | | |
| New Hampshire..... | | | | | | | | | | | | | | | | | | | | | | |
| Vermont..... | | | | | | | | | | | | | | | | | | | | | | |
| Massachusetts..... | | | | | | | | | | | | | | | | | | | | | | |
| Rhode Island..... | | | | | | | | | | | | | | | | | | | | | | |
| Connecticut..... | | | | | | | | | | | | | | | | | | | | | | |
| New York..... | | | | | | | | | | | | | | | | | | | | | | |
| New Jersey..... | | | | | | | | | | | | | | | | | | | | | | |
| Pennsylvania..... | | | | | | | | | | | | | | | | | | | | | | |
| South Atlantic Division. | | | | | | | | | | | | | | | | | | | | | | |
| Delaware..... | | | | | | | | | | | | | | | | | | | | | | |
| Maryland..... | | | | | | | | | | | | | | | | | | | | | | |
| District of Columbia..... | | | | | | | | | | | | | | | | | | | | | | |
| Virginia..... | | | | | | | | | | | | | | | | | | | | | | |
| West Virginia..... | | | | | | | | | | | | | | | | | | | | | | |
| North Carolina..... | | | | | | | | | | | | | | | | | | | | | | |
| South Carolina..... | | | | | | | | | | | | | | | | | | | | | | |
| Georgia..... | | | | | | | | | | | | | | | | | | | | | | |
| Florida..... | | | | | | | | | | | | | | | | | | | | | | |

South Central Division:

| | | | | | | | | | | | | | | | | | | | | |
|-------------------------|----|-----|-----|-----|-------|-------|-------|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Kentucky..... | 57 | 68 | 90 | 158 | 1,209 | 1,400 | 2,609 | 0 | 0 | 0 | 174 | 61 | 235 | 111 | 64 | 175 | 57 | 36 | 93 | 136 |
| Tennessee..... | 96 | 119 | 127 | 246 | 2,272 | 2,376 | 4,648 | 0 | 0 | 0 | 396 | 214 | 610 | 219 | 129 | 348 | 91 | 68 | 159 | 240 |
| Alabama..... | 53 | 66 | 57 | 123 | 1,310 | 1,253 | 2,563 | 29 | 26 | 55 | 195 | 145 | 340 | 130 | 60 | 190 | 30 | 51 | 81 | 72 |
| Mississippi..... | 54 | 68 | 63 | 131 | 1,073 | 1,170 | 2,243 | 63 | 76 | 139 | 220 | 198 | 418 | 132 | 127 | 259 | 67 | 55 | 122 | 121 |
| Louisiana..... | 30 | 32 | 61 | 93 | 524 | 784 | 1,303 | 10 | 18 | 28 | 71 | 42 | 113 | 29 | 15 | 35 | 33 | 17 | 50 | 76 |
| Texas..... | 60 | 93 | 106 | 199 | 1,692 | 2,429 | 4,121 | 46 | 34 | 80 | 246 | 319 | 665 | 239 | 231 | 470 | 97 | 107 | 204 | 124 |
| Arkansas..... | 21 | 13 | 18 | 31 | 301 | 339 | 640 | 0 | 0 | 0 | 67 | 54 | 121 | 41 | 42 | 83 | 2 | 3 | 5 | 9 |
| Indian Territory..... | 9 | 9 | 16 | 25 | 129 | 129 | 258 | 0 | 0 | 0 | 1 | 3 | 4 | 8 | 3 | 11 | 3 | 4 | 7 | 9 |
| North Central Division: | | | | | | | | | | | | | | | | | | | | |
| Ohio..... | 52 | 140 | 121 | 270 | 3,465 | 2,473 | 5,938 | 3 | 1 | 4 | 312 | 144 | 456 | 174 | 74 | 248 | 102 | 36 | 138 | 466 |
| Indiana..... | 18 | 25 | 44 | 69 | 311 | 614 | 965 | 0 | 1 | 1 | 23 | 9 | 32 | 6 | 4 | 10 | 14 | 13 | 27 | 58 |
| Illinois..... | 47 | 86 | 127 | 213 | 1,469 | 2,148 | 3,617 | 0 | 0 | 0 | 128 | 141 | 269 | 118 | 130 | 248 | 56 | 53 | 109 | 262 |
| Michigan..... | 15 | 22 | 48 | 70 | 399 | 553 | 952 | 0 | 0 | 0 | 41 | 12 | 53 | 118 | 72 | 190 | 21 | 16 | 37 | 86 |
| Wisconsin..... | 22 | 51 | 28 | 79 | 778 | 334 | 1,112 | 0 | 1 | 1 | 233 | 3 | 236 | 52 | 7 | 59 | 26 | 17 | 43 | 78 |
| Minnesota..... | 18 | 31 | 33 | 64 | 664 | 537 | 1,201 | 0 | 0 | 0 | 45 | 24 | 69 | 69 | 35 | 104 | 24 | 22 | 46 | 113 |
| Iowa..... | 32 | 51 | 60 | 111 | 1,102 | 998 | 2,100 | 69 | 53 | 127 | 118 | 38 | 156 | 100 | 82 | 182 | 46 | 45 | 91 | 158 |
| Missouri..... | 64 | 110 | 137 | 247 | 1,791 | 2,195 | 3,986 | 29 | 21 | 50 | 189 | 114 | 303 | 124 | 115 | 230 | 69 | 58 | 127 | 226 |
| North Dakota..... | 3 | 4 | 6 | 10 | 33 | 58 | 91 | 0 | 0 | 0 | 13 | 5 | 18 | 13 | 8 | 21 | 0 | 0 | 0 | 3 |
| South Dakota..... | 5 | 7 | 7 | 14 | 94 | 131 | 225 | 0 | 0 | 0 | 31 | 14 | 45 | 16 | 0 | 10 | 12 | 4 | 16 | 23 |
| Nebraska..... | 13 | 16 | 35 | 51 | 213 | 403 | 616 | 0 | 0 | 0 | 38 | 18 | 56 | 29 | 25 | 54 | 20 | 15 | 35 | 60 |
| Kansas..... | 16 | 27 | 18 | 45 | 348 | 339 | 687 | 2 | 1 | 3 | 46 | 36 | 82 | 47 | 28 | 75 | 17 | 23 | 40 | 61 |
| Western Division: | | | | | | | | | | | | | | | | | | | | |
| Montana..... | 6 | 2 | 10 | 12 | 39 | 107 | 146 | 1 | 0 | 1 | 2 | 2 | 4 | 0 | 8 | 8 | 0 | 11 | 11 | 5 |
| Wyoming..... | 1 | 0 | 3 | 3 | 0 | 50 | 90 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 4 |
| Colorado..... | 10 | 26 | 15 | 41 | 257 | 220 | 477 | 0 | 0 | 0 | 82 | 55 | 137 | 26 | 17 | 43 | 20 | 18 | 38 | 7 |
| New Mexico..... | 8 | 9 | 17 | 191 | 81 | 572 | 5 | 5 | 10 | 8 | 1 | 9 | 21 | 12 | 33 | 5 | 2 | 7 | 14 | 14 |
| Utah..... | 17 | 27 | 17 | 44 | 497 | 363 | 770 | 0 | 0 | 0 | 31 | 4 | 35 | 16 | 3 | 19 | 33 | 37 | 70 | 136 |
| Nevada..... | 1 | 0 | 4 | 4 | 0 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Idaho..... | 1 | 2 | 3 | 5 | 34 | 21 | 55 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 6 | 13 | 21 |
| Washington..... | 18 | 28 | 27 | 55 | 327 | 404 | 701 | 0 | 0 | 0 | 94 | 29 | 123 | 67 | 47 | 114 | 12 | 15 | 27 | 33 |
| Oregon..... | 17 | 29 | 26 | 55 | 397 | 451 | 848 | 0 | 0 | 0 | 32 | 11 | 43 | 53 | 55 | 108 | 18 | 9 | 27 | 56 |
| California..... | 56 | 78 | 93 | 171 | 794 | 1,215 | 2,009 | 2 | 0 | 2 | 223 | 102 | 325 | 112 | 48 | 160 | 77 | 33 | 110 | 82 |

Western Division:

The foregoing table follows the same plan in regard to private schools as the preceding one for public schools. Of the 1,714 schools, 531 are in the North Atlantic, 363 in the South Atlantic, 380 in the South Central, 305 in the North Central, and 135 in the Western Division. It will be noticed that these private schools are much more evenly distributed over the country than the public schools. Of the 6,231 instructors 2,542, or 41 per cent, are in the North Atlantic Division, and of the 98,400 students 36,135, or nearly 37 per cent, are in this same division. The North Central Division, though not having as many schools as either the South Atlantic or the South Central, has more instructors and students than either of the other two. A study of this table shows that in this class of schools the teaching force is to the number of students in a ratio of 1 to 16 in the country taken together, while in the North Atlantic it is 1 to 14, in the South Atlantic 1 to 17, in the South Central 1 to 18, in the North Central 1 to 17½, and in the Western Division 1 to 13½.

In connection with the general summaries in the foregoing tables, it has been thought best to give certain comparisons between the two classes of public and private schools, by means of diagrams, in addition to the figures, and several of these are made by geographical divisions like the summaries.

DIAGRAM 1.—Comparison of public high schools and private academies, seminaries, etc.—Number and percentage of schools, instructors, students, graduates, etc.

| | Public high schools. | Private academies, etc. | Total. | Public schools. | Private schools. |
|---|----------------------|-------------------------|----------|-----------------|------------------|
| Schools | 2, 773 | 1, 714 | 4, 487 | 64.25% | 35.75% |
| Instructors | 8, 270 | 6, 231 | 14, 501 | 57% | 43% |
| Students | 211, 596 | 98, 400 | 309, 996 | 68.25% | 31.75% |
| Preparing for college: | | | | | |
| Classical course..... | 12, 788 | 13, 405 | 26, 193 | 48.81% | 51.19% |
| Scientific course..... | 12, 270 | 7, 502 | 19, 772 | 61.54% | 38.46% |
| In graduating class, both courses | 7, 276 | 4, 362 | 11, 638 | 62.52% | 37.48% |
| Graduates | 25, 459 | 7, 108 | 32, 567 | 78.2% | 21.8% |

Diagram 1 shows in a general way the proportion of public and private secondary schools to each other, and the relative percentage of instructors, students, number preparing for college, in both classical and scientific courses, the number of graduates, and the number in the graduating class preparing for college. From this it is seen that the public high schools are 64.25 per cent of the total number, and have 57 per cent of the instructors, 68.25 per cent of the students, and 78.2 per cent of the graduates. Of those preparing for college in the classical course the public schools have only 48.81 per cent, or less than the private schools, although the private schools have not quite half as many students in them. In the scientific course the public schools have 61.54 per cent. Of those preparing for college in the graduating class, both courses, 62.52 per cent were in the public schools. One thing is specially noticeable, that the private schools furnish considerably more than their proportion of students preparing for college in the classical course (more than one-half of all), and over 38 per cent of those in the scientific course. While it is true that not all the schools of either class are reported, yet it is believed that the comparisons may be taken as fairly showing the relation of the two classes of schools to each other. The general statistics are more fully shown in the summary tables of each class, and the details as to each school are given in Part III of the report.

The great interest in the question as to whether the secondary schools are doing their full part in preparing students for college suggested the preparation of the

following diagram, showing the number of students preparing for college in both the classical and scientific courses, and the proportion to the total number of students in the schools. Part I gives the ratio for public high schools, and Part II for private academies.

DIAGRAM 2.—PART I.—*Number of students preparing for college and proportion to whole number of students in the schools.*

A.—PUBLIC HIGH SCHOOLS.

| | Total number of students. | Number of students preparing for college. | | |
|--------------------------|---------------------------|---|--------------------|--------|
| | | Classical course. | Scientific course. | |
| United States | 211,596 | 12,788 | ..... | 6.04% |
|  |  | ..... | 12,270 | 5.8% |
| North Atlantic Division. | 77,850 | 5,601 | ..... | 7.19% |
|  |  | ..... | 2,363 | 4.32% |
| South Atlantic Division. | 10,180 | 886 | ..... | 8.7% |
|  |  | ..... | 283 | 2.79% |
| South Central Division.. | 10,441 | 979 | ..... | 9.38% |
|  |  | ..... | 545 | 5.22% |
| North Central Division.. | 104,200 | 4,907 | ..... | 4.71% |
|  |  | ..... | 7,095 | 6.76% |
| Western Division | 8,835 | 395 | ..... | 4.47% |
|  |  | ..... | 984 | 11.14% |

DIAGRAM 2.—PART II.—*Number of students preparing for college and proportion to whole number of students in the schools.*

B.—PRIVATE ACADEMIES, SEMINARIES, ETC.

| | Total number of students. | Number of students preparing for college. | |
|--------------------------|---------------------------|---|--------------------|
| | | Classical course. | Scientific course. |
| United States | 93,400 | 13,405 | 13.62% |
| | | 7,502 | 7.62% |
| North Atlantic Division. | 36,135 | 5,561 | 15.39% |
| | | 3,308 | 9.15% |
| South Atlantic Division. | 16,937 | 2,887 | 17.05% |
| | | 692 | 4.09% |
| South Central Division.. | 18,390 | 2,506 | 13.63% |
| | | 1,571 | 8.51% |
| North Central Division.. | 21,430 | 1,775 | 8.26% |
| | | 1,446 | 6.82% |
| Western Division | 5,458 | 676 | 12.39% |
| | | 485 | 8.89% |

It is interesting to note that in the public high schools over 12 per cent of the total number of students are preparing for college and that the numbers are almost evenly divided between the two courses in the country, taken as a whole. In the North Atlantic, South Atlantic, and South Central Divisions the greater number is in the classical course, the South Central Division having the greatest ratio, while in the North Central and Western Divisions the scientific course predominates, especially in the last, which has nearly three times as many in the scientific as in the classical course.

In the private academies it is found that in the country, as a whole, of over 21 per cent preparing for college almost two-thirds of them are in the classical course, and in every division the greater number take this course, the highest ratio, over 17 per cent, being in the South Atlantic Division; the lowest, 8.26 per cent, being in the North Central Division. In the scientific course the greatest proportion is in the North Atlantic Division, 9.15 per cent, and the lowest in the South Atlantic Division, 4.09 per cent.

Of the 20,907 students preparing for college, both courses, in private institutions, 8,869, or about 42.5 per cent, are found in the North Atlantic Division alone, while of the 25,058 students preparing for college in the public high schools, 12,002, or 48 per cent, are in the North Central Division—that is, the North Atlantic States have

the largest percentage of preparatory students in the private schools and the North-western State the largest percentage in the public high schools.

GRADUATES.

Another subject of interest is the number and proportion of graduates from secondary schools. The following diagram (3) shows this for both classes of schools and the percentage of each to the other:

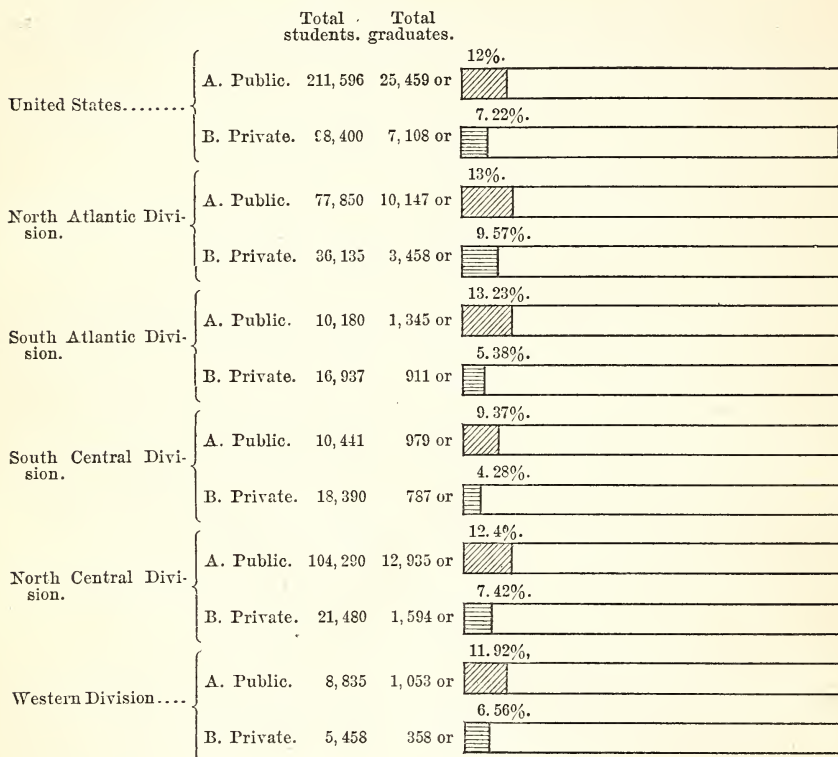
DIAGRAM 3.—*Number of graduates in 1891, with proportion in each class of schools, by geographical divisions.*

| | Public high schools. | Private acade- mies, etc. | Public. | Private. |
|---------------------------|----------------------------|---------------------------------|---------|----------|
| United States | 25,459 | 7,108 | 78.17% | 21.83% |
| North Atlantic Division . | 10,147 | 3,458 | 74.58% | 25.42% |
| South Atlantic Division . | 1,345 | 911 | 59.62% | 40.38% |
| South Central Division .. | 979 | 787 | 55.43% | 44.57% |
| North Central Division .. | 12,933 | 1,594 | 89.03% | 10.97% |
| Western Division | 1,053 | 358 | 74.63% | 25.37% |

From this it appears that of the 32,567 graduates in 1891, from both the public high schools and private academies, 25,459, or over 78 per cent, came from the public schools, and only about 22 per cent from the private institutions. Of the graduates from the public schools, the North Central Division furnished 12,933, or over one-half, and of those from the private schools the North Atlantic Division had 3,458, or nearly one-half of all from that class of schools. The question of the proportion of students who complete the course of study in secondary schools is so important that statistics as to the number have been collected, and in addition to the tables diagram 4 has been prepared.

DIAGRAM 4.—*Proportion of graduates to total number of students in each class of schools.*

[A. Public high schools. B. Private academies, seminaries, etc.]



This diagram shows that in the United States the public high schools graduated 12 per cent. of all the students in attendance during the year, and the private academies 7.22 per cent. In the public schools the Southern Atlantic Division had 13.23 per cent, the highest ratio, while the South Central Division had the lowest, or 9.37 per cent. of graduates. In the private schools, the greatest ratio was in the North Atlantic Division, 9.57 per cent of the total number, while the smallest proportion is found in the South Central Division, 4.28 per cent. Of course these figures do not always give the exact statement of the relative standards of the schools because the conditions and requirements for graduation both as to length of time and amount of study vary greatly in the different portions of the country as well as in the different schools. These statistics, however, may, with other data, aid in finding the comparative growth of the institutions as to numbers and scholarship, especially when the questions of courses of study are taken into consideration.

STUDIES IN SECONDARY SCHOOLS.

As already stated, the plan of collecting data relating to the principal studies pursued in the schools has been continued and tables of summaries made. Table III following gives the number of students pursuing the studies named in the public high schools:

TABLE III.—Summary of the number of students in each branch of study in public high schools.

| State or Territory. | Latin. | | | Greek. | | | French. | | |
|-------------------------------|--------|---------|--------|--------|---------|--------|---------|---------|--------|
| | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| United States | 31,695 | 55,311 | 87,006 | 4,274 | 2,210 | 6,484 | 4,113 | 7,910 | 12,023 |
| North Atlantic Division | 11,860 | 17,158 | 29,018 | 2,944 | 1,540 | 4,484 | 3,631 | 5,334 | 8,965 |
| South Atlantic Division | 2,265 | 4,050 | 6,315 | 276 | 64 | 340 | 86 | 803 | 889 |
| South Central Division | 2,037 | 3,083 | 5,120 | 201 | 19 | 220 | 2 | 195 | 197 |
| North Central Division | 14,180 | 29,405 | 43,585 | 730 | 506 | 1,236 | 334 | 1,401 | 1,735 |
| Western Division | 1,353 | 1,615 | 2,968 | 123 | 81 | 204 | 60 | 177 | 237 |
| North Atlantic Division: | | | | | | | | | |
| Maine | 1,018 | 1,420 | 2,438 | 303 | 171 | 474 | 188 | 389 | 577 |
| New Hampshire | 517 | 708 | 1,225 | 83 | 89 | 172 | 160 | 238 | 398 |
| Vermont | 261 | 414 | 675 | 66 | 33 | 99 | 77 | 103 | 180 |
| Massachusetts | 3,188 | 5,856 | 9,044 | 1,046 | 675 | 1,721 | 2,325 | 3,398 | 5,723 |
| Rhode Island | 387 | 500 | 887 | 108 | 58 | 166 | 124 | 186 | 310 |
| Connecticut | 974 | 1,220 | 2,194 | 228 | 94 | 322 | 131 | 291 | 422 |
| New York | 2,815 | 3,724 | 6,539 | 620 | 338 | 958 | 344 | 526 | 870 |
| New Jersey | 420 | 690 | 1,110 | 109 | 47 | 156 | 59 | 111 | 170 |
| Pennsylvania | 2,270 | 2,626 | 4,896 | 381 | 35 | 416 | 223 | 92 | 315 |
| South Atlantic Division: | | | | | | | | | |
| Delaware | 101 | 221 | 322 | — | — | — | — | — | — |
| Maryland | 285 | 312 | 597 | 34 | 22 | 56 | 33 | 44 | 77 |
| District of Columbia | 283 | 571 | 854 | 10 | — | 10 | — | — | — |
| Virginia | 581 | 1,063 | 1,644 | 8 | 4 | 12 | 24 | 128 | 152 |
| West Virginia | 29 | 50 | 79 | — | — | — | — | — | — |
| North Carolina | 155 | 238 | 393 | — | — | — | 5 | 7 | 12 |
| South Carolina | 98 | 217 | 315 | 8 | — | 8 | 1 | 125 | 126 |
| Georgia | 547 | 1,147 | 1,694 | 167 | 25 | 192 | 6 | 436 | 142 |
| Florida | 186 | 231 | 417 | 49 | 13 | 62 | 17 | 63 | 80 |
| South Central Division: | | | | | | | | | |
| Kentucky | 578 | 861 | 1,439 | 127 | 4 | 131 | 1 | 8 | 9 |
| Tennessee | 150 | 292 | 442 | — | — | — | — | — | — |
| Alabama | 180 | 204 | 384 | 44 | 1 | 45 | 1 | — | 1 |
| Mississippi | 113 | 161 | 274 | 20 | 9 | 29 | — | — | — |
| Louisiana | 256 | 303 | 559 | — | — | — | — | 186 | 186 |
| Texas | 640 | 1,047 | 1,687 | 10 | 5 | 15 | — | 1 | 1 |
| Arkansas | 120 | 216 | 336 | — | — | — | — | — | — |
| Oklahoma | — | — | — | — | — | — | — | — | — |
| Indian Territory | — | — | — | — | — | — | — | — | — |
| North Central Division: | | | | | | | | | |
| Ohio | 3,742 | 5,856 | 9,598 | 246 | 165 | 411 | 41 | 215 | 256 |
| Indiana | 1,455 | 2,375 | 3,830 | 11 | 7 | 18 | — | 4 | 4 |
| Illinois | 2,421 | 9,858 | 12,279 | 154 | 102 | 256 | 98 | 501 | 599 |
| Michigan | 1,046 | 1,737 | 2,783 | 71 | 80 | 151 | 33 | 170 | 203 |
| Wisconsin | 736 | 1,162 | 1,898 | 31 | 26 | 57 | 21 | 42 | 63 |
| Minnesota | 1,181 | 1,680 | 2,861 | 92 | 47 | 139 | 101 | 219 | 320 |
| Iowa | 1,107 | 2,132 | 3,239 | 6 | 6 | 12 | 6 | 28 | 34 |
| Missouri | 946 | 2,028 | 2,974 | 63 | 36 | 99 | 29 | 204 | 233 |
| North Dakota | 50 | 70 | 120 | — | — | — | — | — | — |
| South Dakota | 67 | 89 | 156 | — | — | — | — | 4 | 4 |
| Nebraska | 548 | 970 | 1,518 | 35 | 20 | 55 | — | — | — |
| Kansas | 881 | 1,448 | 2,329 | 21 | 17 | 38 | 5 | 15 | 20 |
| Western Division: | | | | | | | | | |
| Montana | 29 | 86 | 115 | 3 | — | 3 | — | 1 | 1 |
| Wyoming | 14 | 20 | 34 | — | — | — | — | — | — |
| Colorado | 357 | 442 | 799 | 48 | 20 | 68 | 40 | 98 | 138 |
| New Mexico | — | — | — | — | — | — | — | — | — |
| Arizona | 8 | 20 | 28 | — | — | — | — | — | — |
| Utah | — | — | — | — | — | — | — | — | — |
| Nevada | 15 | 32 | 47 | — | — | — | — | — | — |
| Idaho | 8 | 16 | 24 | — | — | — | — | — | — |
| Washington | 79 | 169 | 248 | — | — | — | — | — | — |
| Oregon | 53 | 50 | 103 | — | — | — | — | — | — |
| California | 790 | 1,180 | 1,970 | 72 | 61 | 133 | 20 | 79 | 99 |

TABLE III.—Summary of the number of students in each branch of study in public high schools—Continued.

| State or Territory. | German. | | | Algebra. | | | Geometry. | | |
|-------------------------------|---------|---------|--------|----------|---------|---------|-----------|---------|--------|
| | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. |
| 1 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| United States | 18,590 | 15,093 | 33,683 | 43,285 | 67,111 | 110,396 | 22,715 | 29,411 | 52,126 |
| North Atlantic Division | 13,509 | 5,197 | 18,706 | 15,538 | 18,458 | 34,056 | 10,411 | 10,078 | 20,489 |
| South Atlantic Division | 375 | 778 | 1,153 | 2,550 | 4,285 | 6,815 | 1,197 | 1,853 | 3,050 |
| South Central Division | 329 | 1,312 | 1,641 | 2,948 | 4,363 | 7,311 | 1,188 | 2,145 | 3,333 |
| North Central Division | 4,159 | 7,291 | 11,450 | 20,911 | 36,997 | 57,908 | 8,665 | 13,489 | 22,154 |
| Western Division | 218 | 515 | 733 | 2,198 | 3,008 | 5,206 | 1,264 | 1,846 | 3,110 |
| North Atlantic Division: | | | | | | | | | |
| Maine | 41 | 77 | 118 | 1,189 | 1,388 | 2,577 | 564 | 549 | 1,113 |
| New Hampshire | 2 | 6 | 8 | 439 | 552 | 991 | 274 | 311 | 585 |
| Vermont | 19 | 37 | 56 | 338 | 452 | 790 | 156 | 188 | 344 |
| Massachusetts | 587 | 1,062 | 1,649 | 3,077 | 4,645 | 7,722 | 4,158 | 2,796 | 6,954 |
| Rhode Island | 17 | 24 | 41 | 381 | 410 | 791 | 167 | 220 | 387 |
| Connecticut | 282 | 485 | 767 | 1,059 | 1,299 | 2,358 | 401 | 463 | 864 |
| New York | 11,312 | 1,895 | 13,207 | 3,925 | 3,869 | 7,794 | 2,053 | 2,768 | 4,821 |
| New Jersey | 338 | 613 | 951 | 940 | 1,610 | 2,550 | 347 | 693 | 1,040 |
| Pennsylvania | 911 | 998 | 1,909 | 4,250 | 4,229 | 8,479 | 2,291 | 2,080 | 4,371 |
| South Atlantic Division: | | | | | | | | | |
| Delaware | | | | 120 | 165 | 285 | 94 | 69 | 163 |
| Maryland | 56 | 37 | 93 | 439 | 564 | 1,003 | 296 | 357 | 653 |
| District of Columbia | 142 | 397 | 539 | 187 | 292 | 579 | 148 | 310 | 458 |
| Virginia | 125 | 282 | 407 | 617 | 998 | 1,615 | 164 | 268 | 432 |
| West Virginia | 21 | 33 | 54 | 152 | 287 | 439 | 45 | 69 | 114 |
| North Carolina | 3 | 4 | 7 | 113 | 182 | 295 | 68 | 84 | 152 |
| South Carolina | | | | 63 | 271 | 334 | 13 | 124 | 137 |
| Georgia | 15 | 25 | 40 | 621 | 1,187 | 2,408 | 260 | 240 | 500 |
| Florida | 13 | | 13 | 218 | 240 | 458 | 109 | 132 | 241 |
| South Central Division: | | | | | | | | | |
| Kentucky | 217 | 130 | 347 | 647 | 992 | 1,639 | 275 | 457 | 732 |
| Tennessee | 5 | 2 | 7 | 288 | 495 | 783 | 101 | 153 | 254 |
| Alabama | 13 | 25 | 38 | 238 | 196 | 434 | 63 | 104 | 167 |
| Mississippi | | | | 148 | 188 | 337 | 41 | 72 | 113 |
| Louisiana | | | | 208 | 328 | 536 | 53 | 218 | 271 |
| Texas | 77 | 111 | 188 | 1,125 | 1,726 | 2,851 | 527 | 901 | 1,428 |
| Arkansas | 17 | 44 | 61 | 294 | 437 | 731 | 128 | 240 | 368 |
| Oklahoma | | | | | | | | | |
| Indian Territory | | | | | | | | | |
| North Central Division: | | | | | | | | | |
| Ohio | 893 | 1,448 | 2,341 | 4,898 | 7,082 | 11,980 | 2,209 | 3,376 | 5,585 |
| Indiana | 286 | 538 | 824 | 1,990 | 2,693 | 4,683 | 832 | 849 | 1,681 |
| Illinois | 667 | 1,635 | 2,302 | 3,152 | 4,689 | 7,841 | 1,414 | 2,847 | 4,261 |
| Michigan | 495 | 750 | 1,245 | 1,966 | 3,021 | 4,987 | 712 | 1,116 | 1,828 |
| Wisconsin | 476 | 656 | 1,132 | 1,430 | 1,997 | 3,427 | 612 | 910 | 1,522 |
| Minnesota | 375 | 578 | 953 | 1,372 | 2,024 | 3,396 | 591 | 786 | 1,377 |
| Iowa | 377 | 587 | 964 | 2,188 | 9,037 | 11,225 | 883 | 1,170 | 2,053 |
| Missouri | 183 | 430 | 613 | 1,571 | 2,857 | 4,428 | 495 | 1,026 | 1,521 |
| North Dakota | | 4 | 4 | 39 | 49 | 88 | 7 | 22 | 29 |
| South Dakota | 4 | 5 | 9 | 65 | 102 | 167 | 53 | 62 | 115 |
| Nebraska | 160 | 323 | 483 | 926 | 1,408 | 2,334 | 343 | 593 | 936 |
| Kansas | 223 | 337 | 560 | 1,314 | 2,038 | 3,352 | 514 | 732 | 1,246 |
| Western Division: | | | | | | | | | |
| Montana | 8 | 24 | 32 | 37 | 84 | 121 | 14 | 27 | 41 |
| Wyoming | | | | 25 | 31 | 56 | 8 | 19 | 27 |
| Colorado | 124 | 292 | 416 | 407 | 535 | 942 | 214 | 297 | 511 |
| New Mexico | | | | | | | | | |
| Arizona | | | | 33 | 16 | 49 | 11 | 13 | 24 |
| Utah | | | | 13 | 14 | 27 | 1 | 3 | 4 |
| Nevada | | | | 126 | 235 | 361 | 41 | 91 | 132 |
| Idaho | | | | 43 | 48 | 91 | 13 | 18 | 31 |
| Washington | 19 | 28 | 47 | 214 | 280 | 494 | 45 | 64 | 109 |
| Oregon | 16 | 86 | 102 | 124 | 172 | 296 | 65 | 65 | 130 |
| California | 51 | 85 | 136 | 1,170 | 1,593 | 2,769 | 852 | 1,249 | 2,101 |

TABLE III.—Summary of the number of students in each branch of study in public high schools—Continued.

| State or Territory. | Physics. | | | Chemistry. | | | General history. | | |
|-------------------------------|----------|---------|--------|------------|---------|--------|------------------|---------|--------|
| | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. |
| 1 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| United States | 20,839 | 29,985 | 50,824 | 8,981 | 12,719 | 21,700 | 25,627 | 34,056 | 59,683 |
| North Atlantic Division | 8,114 | 9,634 | 17,748 | 3,719 | 4,650 | 8,369 | 11,352 | 10,000 | 21,352 |
| South Atlantic Division | 1,313 | 2,171 | 3,484 | 569 | 718 | 1,287 | 1,486 | 2,218 | 3,704 |
| South Central Division | 1,781 | 2,090 | 3,871 | 693 | 844 | 1,537 | 1,739 | 2,483 | 4,222 |
| North Central Division | 8,675 | 14,952 | 23,627 | 3,448 | 5,876 | 9,324 | 9,821 | 16,114 | 25,935 |
| Western Division | 956 | 1,438 | 2,394 | 552 | 631 | 1,183 | 1,229 | 2,241 | 3,460 |
| North Atlantic Division: | | | | | | | | | |
| Maine..... | 602 | 717 | 1,319 | 115 | 354 | 469 | 615 | 796 | 1,411 |
| New Hampshire..... | 286 | 361 | 647 | 116 | 151 | 267 | 264 | 310 | 574 |
| Vermont..... | 100 | 198 | 298 | 85 | 91 | 176 | 169 | 249 | 418 |
| Massachusetts..... | 1,851 | 2,562 | 4,413 | 1,164 | 1,688 | 2,852 | 4,205 | 3,613 | 7,818 |
| Rhode Island..... | 201 | 264 | 465 | 64 | 115 | 179 | 181 | 380 | 561 |
| Connecticut..... | 356 | 566 | 922 | 188 | 269 | 457 | 466 | 677 | 1,143 |
| New York..... | 1,755 | 2,229 | 3,984 | 918 | 1,096 | 2,014 | 1,181 | 1,258 | 2,439 |
| New Jersey..... | 440 | 803 | 1,243 | 123 | 256 | 379 | 473 | 912 | 1,385 |
| Pennsylvania..... | 2,463 | 1,934 | 4,397 | 946 | 627 | 1,573 | 3,798 | 2,105 | 5,903 |
| South Atlantic Division: | | | | | | | | | |
| Delaware..... | 97 | 85 | 182 | 72 | 32 | 104 | 17 | 21 | 38 |
| Maryland..... | 291 | 294 | 585 | 5 | 13 | 18 | 186 | 254 | 440 |
| District of Columbia..... | 96 | 237 | 333 | 86 | 97 | 183 | 189 | 642 | 831 |
| Virginia..... | 230 | 367 | 597 | 99 | 171 | 270 | 484 | 706 | 1,190 |
| West Virginia..... | 91 | 153 | 244 | 34 | 62 | 96 | 53 | 86 | 139 |
| North Carolina..... | 121 | 128 | 249 | 25 | 43 | 68 | 145 | 249 | 394 |
| South Carolina..... | 15 | 187 | 202 | 13 | 93 | 106 | 27 | 196 | 223 |
| Georgia..... | 267 | 605 | 872 | 180 | 450 | 630 | 233 | 512 | 745 |
| Florida..... | 105 | 115 | 220 | 55 | 57 | 112 | 152 | 152 | 304 |
| South Central Division: | | | | | | | | | |
| Kentucky..... | 364 | 425 | 789 | 105 | 198 | 303 | 309 | 377 | 686 |
| Tennessee..... | 95 | 155 | 250 | 45 | 71 | 116 | 200 | 338 | 538 |
| Alabama..... | 75 | 56 | 131 | 103 | 37 | 140 | 164 | 179 | 343 |
| Mississippi..... | 67 | 103 | 170 | 20 | 27 | 47 | 51 | 73 | 124 |
| Louisiana..... | 117 | 189 | 306 | 111 | 140 | 251 | 205 | 262 | 467 |
| Texas..... | 618 | 932 | 1,550 | 196 | 335 | 531 | 678 | 1,064 | 1,742 |
| Arkansas..... | 145 | 230 | 375 | 13 | 36 | 49 | 132 | 190 | 322 |
| Oklahoma..... | | | | | | | | | |
| Indian Territory..... | | | | | | | | | |
| North Central Division: | | | | | | | | | |
| Ohio..... | 1,845 | 3,279 | 5,124 | 767 | 1,286 | 2,053 | 1,971 | 3,004 | 4,975 |
| Indiana..... | 868 | 1,287 | 2,155 | 333 | 511 | 844 | 933 | 1,508 | 2,441 |
| Illinois..... | 1,500 | 2,657 | 4,157 | 591 | 1,227 | 1,818 | 1,463 | 3,141 | 4,604 |
| Michigan..... | 717 | 1,484 | 2,201 | 367 | 619 | 986 | 1,059 | 1,576 | 2,635 |
| Wisconsin..... | 679 | 961 | 1,640 | 185 | 237 | 422 | 573 | 817 | 1,390 |
| Minnesota..... | 533 | 666 | 1,199 | 244 | 244 | 488 | 374 | 482 | 856 |
| Iowa..... | 1,069 | 1,624 | 2,693 | 309 | 536 | 845 | 1,161 | 2,169 | 3,330 |
| Missouri..... | 630 | 1,152 | 1,782 | 284 | 637 | 921 | 743 | 1,381 | 2,124 |
| North Dakota..... | 10 | 12 | 22 | 5 | 12 | 17 | 11 | 21 | 32 |
| South Dakota..... | 53 | 94 | 147 | 15 | 15 | 30 | 52 | 102 | 154 |
| Nebraska..... | 86 | 740 | 826 | 193 | 336 | 529 | 489 | 480 | 969 |
| Kansas..... | 685 | 996 | 1,681 | 155 | 216 | 371 | 992 | 1,433 | 2,425 |
| Western Division: | | | | | | | | | |
| Montana..... | 20 | 30 | 56 | 7 | 17 | 24 | 25 | 62 | 87 |
| Wyoming..... | 6 | 17 | 23 | 6 | 141 | 147 | 9 | 12 | 21 |
| Colorado..... | 184 | 282 | 466 | 71 | | 71 | 447 | 682 | 1,128 |
| New Mexico..... | | | | | | | | | |
| Arizona..... | 7 | 10 | 17 | | | | 4 | 11 | 15 |
| Utah..... | | 6 | 6 | | | | 1 | 11 | 12 |
| Nevada..... | 80 | 178 | 258 | 43 | 81 | 124 | 52 | 101 | 153 |
| Idaho..... | 27 | 26 | 53 | 4 | 3 | 7 | 24 | 23 | 47 |
| Washington..... | 79 | 130 | 209 | 117 | 23 | 140 | 81 | 115 | 196 |
| Oregon..... | 54 | 67 | 121 | 34 | 59 | 93 | 102 | 155 | 257 |
| California..... | 499 | 692 | 1,191 | 270 | 407 | 677 | 484 | 1,070 | 1,554 |

This table shows that in the public schools 87,006 studied Latin, and of these 43,585, or one-half, were in the North Central Division, the North Atlantic Division having 29,018; of the 6,484 in Greek, the North Atlantic had 4,484, over two-thirds; of the 12,023 in French, the North Atlantic had 8,965; of the 33,683 in German, over one-half were in the same division; but of the 110,396 in algebra, the North Central had 57,908 and the North Atlantic 34,056. In geometry, physics, chemistry, and

general history, the largest number is found in the North Central Division, the North Atlantic Division being next in the number of students.

In Table IV will be found the same statistics from the private academies, etc., and by comparing them with the former table the work done by each can be readily seen.

TABLE IV.—*Summary of the number of students in each branch of study in endowed academies, seminaries, and other private secondary schools, 1890-'91.*

| State or Territory. | Latin. | | | Greek. | | | French. | | |
|-------------------------------|---------|---------|---------|--------|---------|---------|---------|---------|---------|
| | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| United States | 20, 205 | 16, 165 | 36, 370 | 6, 477 | 1, 441 | 7, 918 | 5, 293 | 10, 774 | 16, 067 |
| North Atlantic Division | 8, 495 | 6, 500 | 14, 995 | 3, 681 | 579 | 4, 260 | 3, 421 | 5, 489 | 8, 910 |
| South Atlantic Division | 4, 332 | 3, 078 | 7, 410 | 990 | 144 | 1, 134 | 924 | 1, 749 | 2, 673 |
| South Central Division | 2, 771 | 2, 795 | 5, 566 | 497 | 130 | 627 | 433 | 1, 342 | 1, 775 |
| North Central Division | 3, 529 | 3, 118 | 6, 647 | 947 | 225 | 1, 172 | 358 | 1, 846 | 2, 204 |
| Western Division | 1, 078 | 674 | 1, 752 | 362 | 363 | 725 | 157 | 348 | 505 |
| North Atlantic Division: | | | | | | | | | |
| Maine | 418 | 354 | 772 | 219 | 57 | 276 | 78 | 169 | 247 |
| New Hampshire | 716 | 286 | 1, 002 | 420 | 54 | 474 | 258 | 154 | 412 |
| Vermont | 412 | 338 | 750 | 159 | 53 | 212 | 72 | 145 | 217 |
| Massachusetts | 1, 429 | 1, 166 | 1, 595 | 686 | 158 | 844 | 777 | 1, 013 | 1, 790 |
| Rhode Island | 131 | 78 | 209 | 600 | 0 | 60 | 90 | 62 | 152 |
| Connecticut | 549 | 394 | 943 | 104 | 18 | 122 | 82 | 219 | 301 |
| New York | 2, 589 | 2, 050 | 4, 639 | 1, 027 | 121 | 61, 148 | 1, 342 | 2, 292 | 3, 634 |
| New Jersey | 1, 077 | 417 | 1, 494 | 426 | 39 | 465 | 407 | 466 | 873 |
| Pennsylvania | 2, 174 | 1, 417 | 3, 591 | 580 | 79 | 659 | 515 | 969 | 1, 484 |
| South Atlantic Division: | | | | | | | | | |
| Delaware | 88 | 86 | 174 | 19 | 1 | 20 | 63 | 95 | 158 |
| Maryland | 515 | 318 | 833 | 97 | 11 | 108 | 181 | 292 | 473 |
| District of Columbia | 242 | 33 | 275 | 138 | 0 | 138 | 125 | 210 | 335 |
| Virginia | 1, 081 | 597 | 1, 678 | 183 | 24 | 207 | 279 | 401 | 680 |
| West Virginia | 16 | 8 | 24 | 11 | 5 | 16 | 0 | 2 | 2 |
| North Carolina | 864 | 611 | 1, 475 | 185 | 22 | 207 | 44 | 200 | 244 |
| South Carolina | 522 | 305 | 827 | 61 | 2 | 63 | 189 | 194 | 383 |
| Georgia | 973 | 1, 076 | 2, 049 | 287 | 79 | 366 | 43 | 344 | 387 |
| Florida | 31 | 44 | 75 | 9 | 0 | 9 | 0 | 11 | 11 |
| South Central Division: | | | | | | | | | |
| Kentucky | 377 | 419 | 796 | 81 | 17 | 98 | 24 | 175 | 199 |
| Tennessee | 775 | 698 | 1, 473 | 163 | 41 | 209 | 43 | 227 | 270 |
| Alabama | 462 | 378 | 840 | 73 | 11 | 84 | 46 | 146 | 192 |
| Mississippi | 354 | 405 | 759 | 43 | 6 | 49 | 34 | 70 | 104 |
| Louisiana | 167 | 164 | 331 | 21 | 3 | 24 | 251 | 551 | 802 |
| Texas | 477 | 613 | 1, 090 | 89 | 44 | 133 | 31 | 157 | 188 |
| Arkansas | 145 | 87 | 232 | 21 | 7 | 28 | 1 | 10 | 11 |
| Indian Territory | 14 | 31 | 45 | 1 | 1 | 2 | 3 | 6 | 9 |
| North Central Division: | | | | | | | | | |
| Ohio | 1, 029 | 754 | 1, 783 | 336 | 53 | 389 | 118 | 353 | 471 |
| Indiana | 115 | 255 | 370 | 7 | 15 | 22 | 0 | 120 | 120 |
| Illinois | 450 | 537 | 987 | 105 | 38 | 143 | 57 | 422 | 479 |
| Michigan | 101 | 132 | 233 | 16 | 13 | 29 | 39 | 147 | 186 |
| Wisconsin | 473 | 100 | 573 | 197 | 3 | 200 | 70 | 38 | 108 |
| Minnesota | 234 | 145 | 379 | 42 | 6 | 48 | 11 | 95 | 106 |
| Iowa | 356 | 224 | 580 | 114 | 26 | 140 | 8 | 58 | 66 |
| Missouri | 489 | 623 | 1, 112 | 66 | 37 | 103 | 37 | 483 | 520 |
| North Dakota | 9 | 18 | 27 | 1 | 0 | 1 | 2 | 18 | 20 |
| South Dakota | 45 | 35 | 80 | 14 | 5 | 19 | 0 | 7 | 7 |
| Nebraska | 72 | 165 | 237 | 13 | 7 | 20 | 0 | 71 | 71 |
| Kansas | 156 | 130 | 286 | 36 | 22 | 58 | 16 | 34 | 50 |
| Western Division: | | | | | | | | | |
| Montana | 4 | 12 | 16 | 0 | 0 | 0 | 0 | 3 | 3 |
| Wyoming | 0 | 15 | 15 | 0 | 0 | 0 | 0 | 12 | 12 |
| Colorado | 195 | 116 | 311 | 123 | 3 | 126 | 24 | 31 | 55 |
| New Mexico | 22 | 13 | 35 | 0 | 0 | 0 | 6 | 4 | 10 |
| Utah | 111 | 79 | 190 | 10 | 1 | 11 | 11 | 23 | 34 |
| Nevada | 0 | 10 | 10 | 0 | 0 | 0 | 0 | 0 | 0 |
| Idaho | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Washington | 162 | 97 | 259 | 46 | 2 | 48 | 17 | 73 | 90 |
| Oregon | 162 | 117 | 279 | 45 | 9 | 54 | 28 | 54 | 82 |
| California | 422 | 215 | 637 | 138 | 348 | 486 | 71 | 148 | 219 |

TABLE IV.—Summary of the number of students in each branch of study in endowed academies, etc., 1890-91—Continued.

| State or Territory. | German. | | | Algebra. | | | Geometry. | | |
|-------------------------------|---------|---------|--------|----------|---------|--------|-----------|---------|--------|
| | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. |
| 1 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| United States | 7,655 | 7,258 | 14,913 | 24,343 | 19,908 | 44,251 | 11,249 | 8,036 | 19,285 |
| North Atlantic Division | 4,007 | 3,595 | 7,602 | 9,321 | 6,200 | 15,521 | 4,952 | 2,849 | 7,801 |
| South Atlantic Division | 888 | 639 | 1,527 | 4,842 | 3,617 | 8,459 | 1,893 | 1,160 | 3,053 |
| South Central Division | 424 | 612 | 1,036 | 4,771 | 4,833 | 9,604 | 1,977 | 1,912 | 3,889 |
| North Central Division | 2,003 | 1,919 | 3,932 | 4,243 | 4,017 | 8,260 | 1,789 | 1,638 | 3,427 |
| Western Division | 333 | 483 | 816 | 1,166 | 1,241 | 2,407 | 638 | 477 | 1,115 |
| North Atlantic Division: | | | | | | | | | |
| Maine | 6 | 27 | 33 | 462 | 436 | 898 | 217 | 170 | 387 |
| New Hampshire | 103 | 81 | 184 | 587 | 302 | 889 | 311 | 91 | 402 |
| Vermont | 53 | 89 | 142 | 379 | 380 | 759 | 185 | 170 | 355 |
| Massachusetts | 433 | 582 | 1,015 | 1,272 | 882 | 2,154 | 716 | 496 | 1,212 |
| Rhode Island | 78 | 7 | 85 | 220 | 42 | 262 | 120 | 29 | 149 |
| Connecticut | 69 | 95 | 164 | 515 | 398 | 913 | 179 | 108 | 287 |
| New York | 1,724 | 1,397 | 3,121 | 2,728 | 1,971 | 4,699 | 1,622 | 1,045 | 2,667 |
| New Jersey | 565 | 343 | 908 | 1,057 | 403 | 1,460 | 521 | 178 | 699 |
| Pennsylvania | 976 | 974 | 1,950 | 2,101 | 1,386 | 3,487 | 1,081 | 562 | 1,643 |
| South Atlantic Division: | | | | | | | | | |
| Delaware | 37 | 37 | 74 | 72 | 67 | 139 | 29 | 31 | 60 |
| Maryland | 333 | 198 | 531 | 604 | 307 | 911 | 407 | 187 | 594 |
| District of Columbia | 82 | 89 | 171 | 197 | 93 | 290 | 158 | 29 | 187 |
| Virginia | 234 | 141 | 375 | 1,063 | 704 | 1,767 | 449 | 162 | 611 |
| West Virginia | 4 | 3 | 7 | 9 | 18 | 27 | 5 | 3 | 8 |
| North Carolina | 62 | 50 | 112 | 1,018 | 668 | 1,686 | 229 | 142 | 371 |
| South Carolina | 88 | 85 | 173 | 545 | 475 | 1,020 | 151 | 133 | 284 |
| Georgia | 23 | 34 | 62 | 1,279 | 1,220 | 2,499 | 445 | 454 | 899 |
| Florida | 20 | 2 | 22 | 55 | 65 | 120 | 20 | 19 | 39 |
| South Central Division: | | | | | | | | | |
| Kentucky | 87 | 151 | 238 | 624 | 532 | 1,156 | 288 | 230 | 518 |
| Tennessee | 60 | 127 | 187 | 1,205 | 1,094 | 2,299 | 332 | 322 | 680 |
| Alabama | 42 | 25 | 67 | 728 | 597 | 1,325 | 316 | 324 | 540 |
| Mississippi | 16 | 45 | 61 | 534 | 624 | 1,158 | 173 | 185 | 358 |
| Louisiana | 36 | 35 | 71 | 304 | 326 | 630 | 137 | 128 | 265 |
| Texas | 156 | 172 | 328 | 1,097 | 1,350 | 2,447 | 637 | 747 | 1,384 |
| Arkansas | 27 | 46 | 73 | 216 | 227 | 443 | 65 | 62 | 127 |
| Indian Territory | 0 | 1 | 1 | 63 | 83 | 146 | 3 | 14 | 17 |
| North Central Division: | | | | | | | | | |
| Ohio | 512 | 393 | 905 | 1,270 | 771 | 2,041 | 494 | 297 | 791 |
| Indiana | 19 | 89 | 108 | 145 | 169 | 314 | 45 | 116 | 161 |
| Illinois | 281 | 378 | 659 | 350 | 523 | 873 | 200 | 260 | 460 |
| Michigan | 72 | 62 | 134 | 225 | 251 | 476 | 66 | 131 | 197 |
| Wisconsin | 485 | 138 | 623 | 322 | 139 | 461 | 216 | 94 | 310 |
| Minnesota | 59 | 188 | 247 | 167 | 300 | 467 | 72 | 106 | 178 |
| Iowa | 197 | 166 | 363 | 467 | 371 | 838 | 242 | 132 | 374 |
| Missouri | 280 | 358 | 638 | 998 | 1,121 | 2,119 | 325 | 343 | 668 |
| North Dakota | 3 | 14 | 17 | 28 | 45 | 73 | 11 | 8 | 19 |
| South Dakota | 15 | 19 | 34 | 42 | 57 | 99 | 14 | 20 | 34 |
| Nebraska | 12 | 43 | 55 | 87 | 147 | 234 | 45 | 83 | 128 |
| Kansas | 68 | 81 | 149 | 142 | 123 | 265 | 59 | 48 | 107 |
| Western Division: | | | | | | | | | |
| Montana | 1 | 14 | 15 | 19 | 55 | 74 | 0 | 13 | 13 |
| Wyoming | 0 | 0 | 0 | 0 | 15 | 15 | 0 | 15 | 15 |
| Colorado | 26 | 68 | 94 | 91 | 130 | 221 | 45 | 56 | 101 |
| New Mexico | 14 | 11 | 25 | 39 | 23 | 62 | 22 | 11 | 33 |
| Utah | 85 | 49 | 134 | 131 | 152 | 283 | 72 | 60 | 132 |
| Nevada | 0 | 0 | 0 | 0 | 25 | 25 | 0 | 12 | 12 |
| Idaho | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Washington | 57 | 80 | 137 | 130 | 147 | 277 | 74 | 43 | 117 |
| Oregon | 71 | 96 | 167 | 255 | 220 | 475 | 94 | 47 | 141 |
| California | 79 | 165 | 244 | 501 | 474 | 975 | 331 | 220 | 551 |

TABLE IV.—*Summary of the number of students in each branch of study in endowed academies, etc., 1890-91—Continued.*

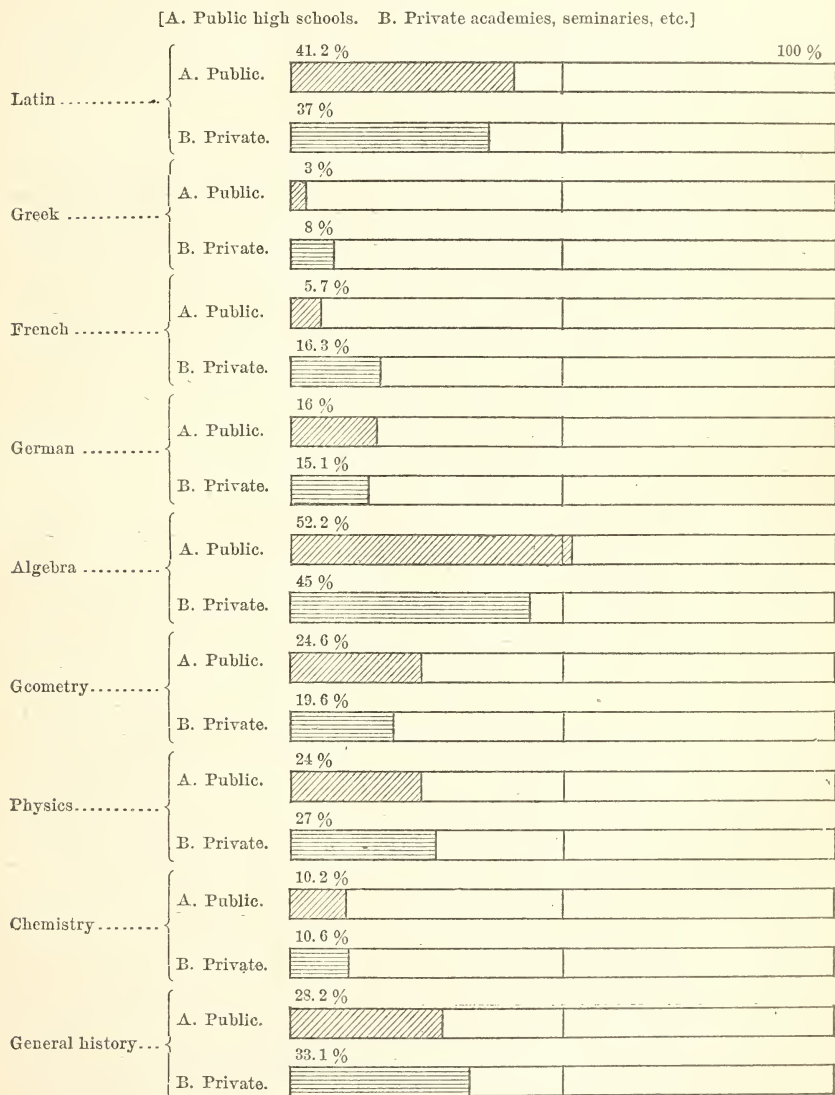
| State or Territory. | Physics. | | | Chemistry. | | | General history. | | |
|-------------------------------|----------|---------|--------|------------|---------|--------|------------------|---------|--------|
| | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. |
| 1 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| United States | 10,347 | 10,302 | 20,649 | 5,234 | 5,228 | 10,462 | 15,160 | 17,429 | 32,589 |
| North Atlantic Division | 3,802 | 3,111 | 6,913 | 2,153 | 1,557 | 3,710 | 5,168 | 5,364 | 10,532 |
| South Atlantic Division | 1,785 | 1,621 | 3,406 | 838 | 814 | 1,652 | 3,412 | 3,330 | 6,742 |
| South Central Division | 2,208 | 2,778 | 4,986 | 845 | 1,293 | 2,138 | 3,123 | 3,873 | 6,996 |
| South Central Division | 2,018 | 2,121 | 4,139 | 1,089 | 1,108 | 2,197 | 2,578 | 3,478 | 6,056 |
| Western Division | 534 | 671 | 1,205 | 309 | 456 | 765 | 879 | 1,384 | 2,263 |
| North Atlantic Division: | | | | | | | | | |
| Maine..... | 224 | 190 | 414 | 104 | 85 | 189 | 216 | 184 | 400 |
| New Hampshire..... | 303 | 107 | 410 | 202 | 85 | 287 | 171 | 362 | 533 |
| Vermont..... | 187 | 125 | 312 | 102 | 79 | 181 | 214 | 198 | 412 |
| Massachusetts..... | 484 | 422 | 906 | 207 | 317 | 524 | 441 | 706 | 1,147 |
| Rhode Island..... | 33 | 43 | 76 | 15 | 9 | 24 | 242 | 78 | 320 |
| Connecticut..... | 137 | 155 | 292 | 47 | 45 | 92 | 262 | 294 | 556 |
| New York..... | 1,115 | 1,129 | 2,244 | 750 | 471 | 1,221 | 1,662 | 1,775 | 3,437 |
| New Jersey..... | 359 | 160 | 519 | 228 | 77 | 305 | 636 | 536 | 1,172 |
| Pennsylvania..... | 960 | 780 | 1,740 | 498 | 389 | 887 | 1,324 | 1,231 | 2,555 |
| South Atlantic Division: | | | | | | | | | |
| Delaware..... | 26 | 38 | 64 | 7 | 7 | 14 | 9 | 52 | 61 |
| Maryland..... | 287 | 182 | 469 | 140 | 95 | 235 | 483 | 400 | 883 |
| District of Columbia..... | 73 | 119 | 192 | 33 | 49 | 82 | 239 | 163 | 402 |
| Virginia..... | 430 | 288 | 718 | 163 | 125 | 288 | 515 | 534 | 1,049 |
| West Virginia..... | 3 | 6 | 9 | 0 | 4 | 4 | 3 | 70 | 73 |
| North Carolina..... | 357 | 329 | 686 | 98 | 129 | 227 | 675 | 595 | 1,270 |
| South Carolina..... | 191 | 165 | 356 | 104 | 116 | 220 | 487 | 453 | 940 |
| Georgia..... | 390 | 452 | 842 | 279 | 270 | 549 | 984 | 950 | 1,834 |
| Florida..... | 28 | 42 | 70 | 14 | 19 | 33 | 67 | 113 | 180 |
| South Central Division: | | | | | | | | | |
| Kentucky..... | 244 | 226 | 470 | 157 | 171 | 328 | 473 | 489 | 962 |
| Tennessee..... | 396 | 532 | 928 | 92 | 166 | 258 | 495 | 651 | 1,146 |
| Alabama..... | 280 | 271 | 551 | 140 | 110 | 250 | 705 | 576 | 1,281 |
| Mississippi..... | 410 | 382 | 792 | 105 | 133 | 238 | 378 | 417 | 795 |
| Louisiana..... | 176 | 279 | 455 | 81 | 239 | 320 | 307 | 645 | 952 |
| Texas..... | 607 | 973 | 1,580 | 244 | 428 | 672 | 620 | 899 | 1,519 |
| Arkansas..... | 89 | 109 | 198 | 23 | 33 | 56 | 122 | 168 | 290 |
| Indian Territory..... | 6 | 6 | 12 | 3 | 13 | 16 | 23 | 28 | 51 |
| North Central Division: | | | | | | | | | |
| Ohio..... | 544 | 449 | 993 | 473 | 242 | 718 | 496 | 482 | 978 |
| Indiana..... | 58 | 75 | 133 | 25 | 46 | 71 | 84 | 187 | 271 |
| Illinois..... | 237 | 298 | 535 | 104 | 205 | 309 | 343 | 791 | 1,134 |
| Michigan..... | 90 | 150 | 240 | 62 | 128 | 190 | 104 | 291 | 395 |
| Wisconsin..... | 174 | 122 | 296 | 71 | 34 | 105 | 362 | 170 | 532 |
| Minnesota..... | 71 | 82 | 153 | 70 | 38 | 108 | 113 | 132 | 245 |
| Iowa..... | 243 | 164 | 407 | 68 | 77 | 145 | 349 | 266 | 615 |
| Missouri..... | 452 | 535 | 987 | 155 | 258 | 413 | 525 | 828 | 1,353 |
| North Dakota..... | 27 | 23 | 50 | 10 | 13 | 23 | 17 | 21 | 38 |
| South Dakota..... | 25 | 17 | 42 | 6 | 3 | 9 | 21 | 23 | 54 |
| Nebraska..... | 26 | 137 | 163 | 7 | 31 | 38 | 75 | 167 | 242 |
| Kansas..... | 71 | 69 | 140 | 35 | 33 | 68 | 89 | 110 | 199 |
| Western Division: | | | | | | | | | |
| Montana..... | 0 | 27 | 27 | 0 | 12 | 12 | 11 | 69 | 80 |
| Wyoming..... | 0 | 0 | 0 | 0 | 15 | 15 | 0 | 15 | 15 |
| Colorado..... | 61 | 47 | 108 | 54 | 26 | 80 | 137 | 85 | 222 |
| New Mexico..... | 18 | 10 | 28 | 1 | 7 | 8 | 37 | 34 | 71 |
| Utah..... | 39 | 37 | 76 | 50 | 19 | 68 | 218 | 194 | 412 |
| Nevada..... | 0 | 8 | 8 | 0 | 12 | 12 | 0 | 24 | 24 |
| Idaho..... | 34 | 21 | 55 | 34 | 21 | 55 | 24 | 21 | 55 |
| Washington..... | 55 | 74 | 129 | 24 | 58 | 82 | 164 | 216 | 380 |
| Oregon..... | 77 | 95 | 172 | 33 | 51 | 84 | 85 | 146 | 231 |
| California..... | 250 | 352 | 602 | 113 | 236 | 349 | 193 | 580 | 773 |

From these figures it is shown that in the private academies, of the 36,370 studying Latin, 14,995, or over 41 per cent, were in the North Atlantic Division, the South Atlantic being next in number, with 7,410; of the 7,918 in Greek, 4,260 were in the same division, the North Central having 1,172, and the South Atlantic Division 1,134; of the 16,607 in French, 8,910 were in the North Atlantic, and 2,673 in the South Atlantic Division; of the 14,913 in German, 7,602 were in the North Atlantic, and 3,932 in the North Central Division; of the 44,251 in algebra the North Atlantic Division had 15,521, the next three divisions, nearly the same number each, between eight and nine thousand. The other studies are much in the same ratio, showing that the pre-

dominance of the North Atlantic Division is more regular in the private schools than in the public schools.

In order to more clearly exhibit the comparative work of the two classes of schools, public and private, as shown by the proportion of students in each class of schools pursuing the studies already mentioned, the following, Diagram 5, has been prepared, which gives the percentage for the whole country only.

DIAGRAM 5.—*Ratio of students pursuing certain studies to the whole number of students in the schools.*



From the above diagram it may be noted that a greater proportionate number study Latin in the public schools than in the private schools by over 4 per cent, and, what may seem surprising, that this number is over 41 per cent of the whole number of students in the public schools and 37 per cent in the private institutions. The study of Greek is much less in proportion in the public schools, and so of French,

which has only one-third the percentage that the private schools have. In German there is little difference, the public school having 1 per cent more. In the public schools over 52 per cent study algebra and 45 per cent in the private schools; in geometry the public schools have 24.6 or 5 per cent more than the private. In physics the private schools have 27 per cent, 3 per cent more than the public. Chemistry is about the same in each, a little over 10 per cent. In general history the private schools have 33 per cent, or 5 per cent more than the public schools. As has been stated, figures like these can not be taken as settling the exact percentages of the students in these various branches of study, in one year, but by careful returns from practically the same institutions for a number of years, a fairly reliable table can be made. The tables given for this year are believed to be more correct than those in the last report, which was the first attempt to collect the results in this manner. Another year a comparison of the same studies can be made which will be more satisfactory as a statistical exhibit.

PROPORTION AS TO SEX IN SECONDARY SCHOOLS.

The increasing interest in the question of sex in education and the discussion of this question in regard to the work of preparatory schools, make this subject important, and to give as far as possible the number and proportion of instructors and students as classified by sex, Table V has been prepared. This not only gives the number of students in the schools by sex, but the number and percentage of each sex preparing for college in each of the courses, as well as the ratio of each sex preparing for college to the whole number of students in the institutions.

TABLE V.—Percentage of male and female instructors and students and students preparing for colleges, classical and scientific courses, in secondary schools in the United States, 1890-'91.

| | Instructors. | | White students. | | Colored students. | | Students preparing for college classical course. | |
|--------------------------------------|---|--------------|--|--------------|---|--------------|---|--------------|
| | No. | Per-centage. | No. | Per-centage. | No. | Per-centage. | No. | Per-centage. |
| Public high schools: | | | | | | | | |
| Male..... | 3,745 | 45.28 | 83,578 | 40.34 | 1,641 | 39.26 | 6,773 | 52.96 |
| Female..... | 4,525 | 54.72 | 123,840 | 59.66 | 2,539 | 60.74 | 6,015 | 47.04 |
| Private academies, seminaries, etc.: | | | | | | | | |
| Male..... | 3,041 | 48.80 | 50,160 | 50.98 | 784 | 54.10 | 9,657 | 72.96 |
| Female..... | 3,190 | 51.20 | 48,240 | 49.02 | 665 | 45.90 | 3,748 | 27.04 |
| | Students preparing for college scientific course. | | Students preparing for college, classical and scientific course. | | Percentage of male students preparing for college, both classical and scientific courses, to whole number of male students. | | Percentage of female students preparing for college, both classical and scientific courses, to whole number of female students. | |
| | No. | Per-centage. | No. | Per-centage. | | | | |
| Public high schools: | | | | | | | | |
| Male..... | 6,465 | 52.69 | 3,404 | 46.78 | 15.53 |  | ..... |  |
| Female..... | 5,805 | 47.31 | 3,872 | 53.22 | ..... |  | 9.35 | |
| Private academies, seminaries, etc.: | | | | | | | | |
| Male..... | 5,283 | 70.49 | 2,925 | 67.06 | 29.31 |  | ..... |  |
| Female..... | 2,214 | 29.51 | 1,437 | 32.94 | ..... |  | 12.19 | |

From this table it is seen that nearly 55 per cent of the instructors in public high schools are women, and 51 per cent in the private institutions. Of the white students, almost 60 per cent in public schools are females, while in the private schools the number is about equal. Of the colored students, the females are over 60 per cent in the public schools and not quite 46 per cent in the private. Of the students preparing for college in the classical course, the males in public schools have a small majority, while in the private schools the number is nearly three to one. Of those in the scientific course, the proportion is the same in the public schools, and the percentage of males slightly less in the private schools. The percentage of male students preparing for college in both courses to the whole number of students is

15.53 per cent, and the female preparatory students 9.35 per cent in the public schools; and the males, 29.31 per cent, and females, 12.19 per cent in the private schools.

The proportion of the sexes in education is also shown in the number of each pursuing certain studies in these schools. The following tables give the percentages of students by sex in each of the nine studies in the table. Table VI gives that of the public high schools and Table VII that of the private academies, etc.

TABLE VI.—Percentage of male and female students pursuing certain studies in public high schools.

| State or Territory. | Latin. | | Greek. | | French. | | German. | | Algebra. | |
|------------------------------|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| United States..... | 36.43 | 63.57 | 65.92 | 34.08 | 34.21 | 65.79 | 55.19 | 44.81 | 39.21 | 60.79 |
| North Atlantic Division..... | 40.88 | 59.12 | 65.66 | 34.34 | 40.50 | 59.50 | 72.22 | 27.78 | 45.81 | 54.20 |
| South Atlantic Division..... | 35.87 | 64.13 | 81.18 | 18.82 | 9.67 | 90.33 | 32.52 | 67.48 | 37.12 | 62.88 |
| South Central Division..... | 39.79 | 60.21 | 91.36 | 8.64 | 1.02 | 98.98 | 20.05 | 79.95 | 40.32 | 59.68 |
| North Central Division..... | 32.53 | 67.47 | 59.06 | 40.94 | 19.25 | 80.75 | 36.32 | 63.68 | 36.11 | 63.89 |
| Western Division..... | 45.59 | 54.41 | 60.29 | 39.71 | 35.32 | 74.68 | 29.74 | 70.26 | 42.22 | 57.78 |

| State or Territory. | Geometry. | | Physics. | | Chemistry. | | General history. | |
|------------------------------|-----------|---------|----------|---------|------------|---------|------------------|---------|
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| United States..... | 43.58 | 56.42 | 41.00 | 59.00 | 43.35 | 58.65 | 42.94 | 57.06 |
| North Atlantic Division..... | 50.81 | 49.19 | 45.72 | 54.28 | 44.44 | 55.56 | 53.17 | 46.83 |
| South Atlantic Division..... | 39.35 | 60.65 | 37.69 | 62.31 | 44.21 | 55.79 | 40.12 | 59.88 |
| South Central Division..... | 35.64 | 64.36 | 46.01 | 53.99 | 45.09 | 55.91 | 41.19 | 58.81 |
| North Central Division..... | 39.11 | 60.89 | 36.72 | 63.28 | 46.90 | 53.10 | 37.88 | 62.13 |
| Western Division..... | 50.45 | 49.55 | 39.93 | 60.07 | 46.66 | 53.34 | 35.42 | 64.58 |

TABLE VII.—Percentage of male and female students pursuing certain studies in private secondary schools, 1890-91.

| State or Territory. | Latin. | | Greek. | | French. | | German. | | Algebra. | |
|------------------------------|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| United States..... | 55.54 | 44.46 | 81.80 | 18.20 | 32.94 | 67.06 | 51.33 | 48.67 | 55.01 | 44.99 |
| North Atlantic Division..... | 56.65 | 43.35 | 86.41 | 13.59 | 38.39 | 61.61 | 52.71 | 47.29 | 60.05 | 39.95 |
| South Atlantic Division..... | 58.46 | 41.54 | 87.30 | 12.70 | 34.58 | 65.42 | 58.15 | 41.85 | 57.24 | 42.76 |
| South Central Division..... | 49.96 | 50.04 | 79.27 | 20.73 | 24.50 | 75.50 | 40.93 | 59.07 | 49.68 | 50.32 |
| North Central Division..... | 53.09 | 46.91 | 80.80 | 19.20 | 16.25 | 83.75 | 50.97 | 49.03 | 51.37 | 48.63 |
| Western Division..... | 61.53 | 38.47 | 49.93 | 50.07 | 31.09 | 68.91 | 40.81 | 59.19 | 48.44 | 51.56 |

| State or Territory. | Geometry. | | Physics. | | Chemistry. | | General history. | |
|------------------------------|-----------|---------|----------|---------|------------|---------|------------------|---------|
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| United States..... | 58.33 | 41.67 | 50.11 | 49.89 | 50.02 | 49.98 | 46.52 | 53.48 |
| North Atlantic Division..... | 63.47 | 36.53 | 55.00 | 45.00 | 58.00 | 42.00 | 49.06 | 50.94 |
| South Atlantic Division..... | 62.00 | 38.00 | 52.44 | 47.56 | 50.73 | 49.27 | 50.61 | 49.39 |
| South Central Division..... | 50.83 | 49.17 | 44.29 | 55.71 | 39.52 | 60.48 | 44.64 | 55.36 |
| North Central Division..... | 52.20 | 47.80 | 48.75 | 51.25 | 49.56 | 50.44 | 42.57 | 57.43 |
| Western Division..... | 57.22 | 42.78 | 44.31 | 55.69 | 40.39 | 59.61 | 38.84 | 61.16 |

A mere glance at these two tables shows that in the public schools the females constitute a large majority in Latin, French, algebra, geometry, physics, chemistry, and general history, while the males have the larger number only in Greek and German. The relative percentages as to certain studies vary considerably in the different geographical divisions, especially in regard to French and German; as, for instance, 72 per cent of those studying German in the North Atlantic Division are males, while in the Western Division over 70 per cent are females. In the South Central Division only 1 per cent studying French are males, and in the South Atlantic not quite 10 per cent. In physics and chemistry the percentages are the most uniform. In the table for private schools it will be found that the percentages are quite different from the public schools. Here the males are in a majority in every study except French and general history. In Latin the males are 55.54 per cent; in Greek, 81.80 per cent; in French, nearly 33 per cent; in German, 51.33 per cent; in algebra, 55 per cent; in geometry, 58.33 per cent; in physics and chemistry, 50 per cent; and in general history, 46.52 per cent. The various geographical divisions show more uniformity, but there is the same difference in localities in regard to French and German, but perhaps not to so great a degree; for instance, in the North Central Division, only 16.25 per cent of those studying French are males.

FINANCIAL SUMMARIES, ETC.

Perhaps the most difficult thing to procure in the reports from the schools is that including a statement of financial matters. In regard to public high schools the difficulty arises largely from the fact that the matters of finance for these schools are included in the general financial statement of the public school system in each locality and can not therefore be easily separated. On the other hand, the private institutions are somewhat averse to giving statistics which do not seem properly to belong to the public. To avoid this difficulty the detailed statistics do not give these items in the reports as published. The following tables give the number of volumes in libraries, the value of buildings and grounds, the amount of State and municipal aid, the income from tuition fees, and the amount received from other sources. They are given as being very incomplete and therefore do not need much explanation. Table VIII is a summary of financial statistics for public high schools and Table IX the same showing for private academies, seminaries, etc.

TABLE VIII.—Summary of statistics of public high schools for 1890-91: Finances.

| State. | Volumes in library. | Value of grounds, buildings, and furni- ture. | Amount of State and municipal aid. | Income from tuition fees. | Amount received from other sources. |
|-------------------------------|------------------------|---|---|------------------------------------|--|
| 1 | 22 | 23 | 24 | 25 | 26 |
| United States | 1,068,542 | \$52,634,684 | \$7,748,004 | \$844,261 | \$2,820,918 |
| North Atlantic Division | 461,837 | 18,528,259 | 1,821,951 | 405,511 | 824,327 |
| South Atlantic Division | 23,121 | 1,228,040 | 276,390 | 39,839 | 213,250 |
| South Central Division | 30,332 | 2,058,560 | 486,783 | 67,995 | 49,841 |
| North Central Division | 513,644 | 27,840,500 | 4,660,120 | 319,406 | 1,648,036 |
| Western Division | 34,608 | 2,979,325 | 702,680 | 11,510 | 85,464 |
| North Atlantic Division: | | | | | |
| Maine | 1,454 | 409,250 | 70,152 | 4,557 | 11,696 |
| New Hampshire | 14,665 | 1,755,500 | 33,846 | 3,834 | 1,800 |
| Vermont | 9,378 | 384,500 | 53,531 | 9,408 | 27,647 |
| Massachusetts | 66,518 | 4,120,005 | 259,992 | 17,131 | 28,935 |
| Rhode Island | 4,390 | 115,196 | 3,600 | 1,444 | 1,500 |
| Connecticut | 25,172 | 1,375,102 | 121,223 | 12,898 | 27,569 |
| New York | 262,725 | 5,434,480 | 671,917 | 328,989 | 520,511 |
| New Jersey | 15,039 | 1,070,000 | 173,397 | 4,959 | 2,571 |
| Pennsylvania | 61,496 | 3,864,226 | 434,293 | 22,291 | 201,898 |
| South Atlantic Division: | | | | | |
| Delaware | 1,023 | 156,700 | 10,990 | 715 | 4,469 |
| Maryland | 1,531 | 191,250 | 47,277 | 2,237 | 61,567 |
| District of Columbia | 6,210 | | | | |
| Virginia | 3,276 | 255,200 | 64,286 | 7,184 | 6,115 |
| West Virginia | 1,996 | 33,940 | 17,523 | | |
| North Carolina | 5,543 | 127,450 | 52,367 | 2,959 | 3,627 |
| South Carolina | 625 | 80,800 | 15,395 | 3,073 | 5,460 |
| Georgia | 5,913 | 239,500 | 41,477 | 20,115 | 126,942 |
| Florida | 2,000 | 143,200 | 27,075 | 3,556 | 5,070 |
| South Central Division: | | | | | |
| Kentucky | 11,437 | 574,705 | 120,306 | 15,540 | 8,224 |
| Tennessee | 2,926 | 152,300 | 73,482 | 7,725 | 1,409 |
| Alabama | 3,206 | 27,250 | 15,228 | 4,365 | 1,847 |
| Mississippi | 1,000 | 80,200 | 25,472 | 5,961 | 2,240 |
| Louisiana | 1,170 | 62,000 | 5,047 | | 7,232 |
| Texas | 9,878 | 1,052,805 | 210,105 | 29,569 | 19,894 |
| Arkansas | 715 | 109,300 | 37,143 | 4,835 | 8,995 |
| Oklahoma | | | | | |
| Indian Territory | | | | | |
| North Central Division: | | | | | |
| Ohio | 86,867 | 6,409,080 | 1,147,473 | 89,725 | 233,426 |
| Indiana | 66,320 | 1,950,197 | 338,296 | 15,927 | 80,505 |
| Illinois | 70,202 | 3,639,790 | 536,225 | 47,029 | 320,323 |
| Michigan | 132,213 | 3,057,689 | 469,691 | 36,891 | 129,824 |
| Wisconsin | 43,529 | 2,177,284 | 301,036 | 38,226 | 106,609 |
| Minnesota | 42,941 | 1,998,942 | 380,176 | 7,027 | 84,413 |
| Iowa | 42,522 | 3,151,410 | 548,165 | 27,390 | 509,977 |
| Missouri | 32,679 | 1,175,311 | 251,002 | 8,872 | 41,713 |
| North Dakota | 606 | 85,000 | 41,022 | 661 | 5,326 |
| South Dakota | 1,926 | 557,800 | 98,773 | 855 | 4,000 |
| Nebraska | 11,983 | 1,408,259 | 366,586 | 8,886 | 65,752 |
| Kansas | 22,851 | 2,229,728 | 241,675 | 37,947 | 66,168 |
| Western Division: | | | | | |
| Montana | 1,825 | 165,000 | 48,345 | 410 | 4,825 |
| Wyoming | 1,017 | 148,500 | 32,080 | | 36,774 |
| Colorado | | | | | |
| New Mexico | 7,525 | 513,725 | 98,690 | 751 | 10,500 |
| Arizona | 524 | 136,400 | 33,400 | | |
| Utah | 1,641 | 164,400 | 56,169 | 175 | 4,818 |
| Nevada | 1,331 | 191,000 | 12,200 | 336 | 88 |
| Idaho | 2,305 | 356,000 | 49,910 | 687 | 2,800 |
| Washington | 1,288 | 225,000 | 19,139 | 1,908 | 7,009 |
| Oregon | 17,149 | 1,079,300 | 352,747 | 7,243 | 18,560 |

TABLE IX.—*Summary of statistics of endowed academies, seminaries, and other private secondary schools, for 1890-91.*

LIBRARIES AND VALUE OF GROUNDS, ETC.

| State or Territory. | Number of volumes in library. | Value of grounds and buildings. | Amount of productive funds. | Amount of State or municipal aid received within the year. | Receipts from tuition fees. | Total income. |
|------------------------------|-------------------------------|---------------------------------|-----------------------------|--|-----------------------------|---------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| United States..... | 1, 026, 166 | \$38, 878, 445 | \$1, 140, 899 | \$192, 245 | \$4, 414, 655 | \$3, 894, 600 |
| North Atlantic Division..... | 463, 170 | 21, 453, 554 | 887, 430 | 28, 576 | 2, 065, 027 | 2, 034, 704 |
| South Atlantic Division..... | 101, 139 | 3, 350, 680 | 80, 763 | 46, 247 | 500, 229 | 499, 536 |
| South Central Division..... | 131, 357 | 3, 357, 525 | 103, 486 | 98, 504 | 552, 541 | 516, 280 |
| North Central Division..... | 262, 454 | 6, 574, 605 | 57, 231 | 13, 130 | 889, 633 | 610, 338 |
| Western Division..... | 68, 046 | 4, 144, 681 | 11, 989 | 5, 788 | 407, 225 | 233, 802 |
| North Atlantic Division: | | | | | | |
| Maine..... | 16, 220 | 340, 000 | 15, 620 | 6, 370 | 25, 634 | 44, 802 |
| New Hampshire..... | 21, 921 | 600, 957 | 71, 796 | 1, 150 | 53, 428 | 87, 843 |
| Vermont..... | 17, 550 | 759, 290 | 24, 290 | 832 | 70, 889 | 48, 551 |
| Massachusetts..... | 73, 755 | 2, 687, 837 | 85, 272 | 1, 490 | 363, 935 | 260, 388 |
| Rhode Island..... | 1, 225 | 165, 600 | 0 | 0 | 27, 000 | 21, 600 |
| Connecticut..... | 23, 995 | 667, 500 | 19, 961 | 0 | 44, 993 | 49, 184 |
| New York..... | 190, 678 | 6, 807, 632 | 101, 320 | 17, 534 | 934, 480 | 661, 648 |
| New Jersey..... | 29, 170 | 1, 646, 850 | 13, 543 | 1, 200 | 263, 953 | 214, 678 |
| Pennsylvania..... | 83, 656 | 7, 717, 888 | 555, 628 | 0 | 280, 775 | 646, 010 |
| South Atlantic Division: | | | | | | |
| Delaware..... | 4, 250 | 142, 500 | 800 | 0 | 22, 413 | 21, 400 |
| Maryland..... | 33, 702 | 804, 000 | 39, 310 | 8, 700 | 91, 294 | 185, 134 |
| District of Columbia..... | 4, 450 | 170, 000 | 0 | 0 | 16, 846 | 10, 627 |
| Virginia..... | 15, 549 | 726, 100 | 6, 875 | 1, 240 | 125, 656 | 65, 071 |
| West Virginia..... | 425 | 7, 000 | 750 | 0 | 2, 100 | 2, 850 |
| North Carolina..... | 17, 662 | 464, 600 | 795 | 4, 477 | 103, 504 | 66, 811 |
| South Carolina..... | 10, 581 | 299, 400 | 2, 075 | 6, 380 | 35, 235 | 40, 898 |
| Georgia..... | 11, 120 | 677, 980 | 29, 658 | 24, 900 | 97, 657 | 102, 811 |
| Florida..... | 3, 400 | 58, 500 | 500 | 550 | 5, 524 | 4, 934 |
| South Central Division: | | | | | | |
| Kentucky..... | 22, 805 | 420, 450 | 2, 450 | 3, 369 | 79, 116 | 76, 575 |
| Tennessee..... | 27, 674 | 759, 450 | 8, 300 | 13, 457 | 132, 481 | 111, 148 |
| Alabama..... | 11, 602 | 444, 450 | 1, 200 | 5, 033 | 66, 180 | 76, 339 |
| Mississippi..... | 12, 959 | 373, 650 | 8, 586 | 17, 205 | 53, 900 | 77, 842 |
| Louisiana..... | 27, 425 | 243, 650 | 50 | 1, 350 | 84, 872 | 40, 148 |
| Texas..... | 21, 784 | 747, 425 | 2, 900 | 22, 530 | 97, 168 | 89, 959 |
| Arkansas..... | 3, 064 | 148, 450 | 80, 000 | 3, 500 | 21, 069 | 11, 869 |
| Indian Territory..... | 4, 044 | 230, 000 | 0 | 32, 000 | 12, 755 | 32, 400 |
| North Central Division: | | | | | | |
| Ohio..... | 75, 638 | 816, 350 | 9, 375 | 1, 500 | 181, 850 | 119, 807 |
| Indiana..... | 10, 699 | 206, 500 | 1, 100 | 9, 030 | 15, 240 | 25, 095 |
| Illinois..... | 62, 240 | 1, 695, 300 | 6, 201 | 0 | 208, 606 | 100, 438 |
| Michigan..... | 8, 376 | 475, 050 | 8, 077 | 0 | 101, 510 | 21, 730 |
| Wisconsin..... | 27, 805 | 588, 500 | 4, 617 | 0 | 61, 073 | 70, 955 |
| Minnesota..... | 8, 956 | 808, 200 | 6, 152 | 0 | 38, 364 | 95, 502 |
| Iowa..... | 14, 078 | 359, 250 | 11, 590 | 0 | 60, 861 | 31, 900 |
| Missouri..... | 34, 899 | 823, 505 | 7, 800 | 2, 600 | 167, 282 | 83, 506 |
| North Dakota..... | 2, 050 | 57, 000 | 0 | 0 | 350 | 4, 200 |
| South Dakota..... | 1, 800 | 80, 000 | 1, 084 | 0 | 4, 062 | 3, 148 |
| Nebraska..... | 8, 378 | 315, 300 | 500 | 0 | 17, 709 | 35, 520 |
| Kansas..... | 7, 535 | 349, 650 | 735 | 0 | 32, 666 | 18, 537 |
| Western Division: | | | | | | |
| Montana..... | 632 | 68, 300 | 0 | 0 | 3, 500 | 0 |
| Wyoming..... | 700 | 0 | 0 | 0 | 0 | 0 |
| Colorado..... | 14, 050 | 486, 200 | 1, 000 | 0 | 14, 602 | 8, 550 |
| New Mexico..... | 2, 372 | 63, 000 | 0 | 0 | 17, 200 | 11, 000 |
| Utah..... | 9, 508 | 325, 381 | 840 | 500 | 59, 293 | 31, 994 |
| Nevada..... | 650 | 50, 000 | 800 | 0 | 7, 000 | 2, 800 |
| Idaho..... | 700 | 10, 000 | 500 | 0 | 1, 500 | 3, 000 |
| Washington..... | 4, 655 | 960, 700 | 6, 850 | 0 | 40, 073 | 40, 353 |
| Oregon..... | 11, 515 | 409, 600 | 1, 409 | 660 | 30, 669 | 22, 899 |
| California..... | 23, 264 | 1, 771, 500 | 690 | 4, 628 | 239, 388 | 113, 206 |

CHAPTER XXII.

HIGHER EDUCATION.

CONTENTS:—Universities and Colleges—Colleges for women—Scholarships—University extension—Latin pronunciation in colleges.

I.—UNIVERSITIES AND COLLEGES.

Number of institutions.—The number of institutions included in the table devoted to the statistics of universities and colleges for the year 1890-'91 is 430. This is an increase of 15 over 1889-'90.

Character of institutions.—The institutions included under the above head may be divided into two classes, viz, colleges for males only and coeducational colleges. The fact that some of the older institutions of the country are gradually removing the barriers to the admission of women seems to justify the insertion of the following summarized statement showing the number of colleges for males only and the number of coeducational colleges in the several States, together with the number of college students in attendance during the year under consideration. The discussion of the different colleges for women only is given further on.

TABLE 1.—The number of colleges for males and the number of coeducational colleges in the several States.

| States. | Colleges for males only. | | Coeducational colleges. | | |
|-------------------------------|--------------------------|--------------------------|-------------------------|---------------------------|---------|
| | Num-ber. | Male col-lege stu-dents. | Num-ber. | College students. | |
| | | | | Male. | Female. |
| United States | 148 | 19,558 | 282 | { 18,617 ⁽¹¹⁰⁾ | 9,250 |
| North Atlantic Division | 48 | 9,416 | 25 | { 3,645 | 1,057 |
| South Atlantic Division | 31 | 3,650 | 25 | { 881 ⁽⁷⁵⁾ | 387 |
| South Central Division | 27 | 2,983 | 49 | { 3,029 | 1,705 |
| North Central Division | 37 | 3,068 | 156 | { 10,126 ⁽³⁵⁾ | 5,620 |
| Western Division | 5 | 441 | 27 | { 936 | 481 |
| North Atlantic Division: | | | | | |
| Maine | 1 | 185 | 2 | 253 | 72 |
| New Hampshire | 1 | 256 | 0 | 0 | 0 |
| Vermont | 0 | 0 | 2 | 195 | 44 |
| Massachusetts | 7 | 2,388 | 2 | 127 | 205 |
| Rhode Island | 1 | 326 | 0 | 0 | 0 |
| Connecticut | 2 | 967 | 1 | 217 | 20 |
| New York | 18 | 2,784 | 5 | 1,344 | 336 |
| New Jersey | 5 | 1,101 | 0 | 0 | 0 |
| Pennsylvania | 13 | 1,409 | 13 | 1,509 | 380 |

TABLE 1.—*The number of colleges for males and the number of coeducational colleges in the several States—Continued.*

| States. | Colleges for males only. | | Coeducational colleges. | | |
|---------------------------|--------------------------|--------------------------|-------------------------|-------------------|---------|
| | Num-ber. | Male col-lege stu-dents. | Num-ber. | College students. | |
| | | | | Male. | Female. |
| South Atlantic Division: | | | | | |
| Delaware..... | 1 | 81 | 0 | 0 | 0 |
| Maryland..... | 7 | 653 | 3 | 117 | 119 |
| District of Columbia..... | 1 | 83 | 3 | 111 | 34 |
| Virginia..... | 7 | 1,079 | 0 | 0 | 0 |
| West Virginia..... | 0 | 0 | 3 | 206 | 57 |
| North Carolina..... | 6 | 656 | 5 | 275 | 88 |
| South Carolina..... | 6 | 548 | 3 | 63 | 15 |
| Georgia..... | 3 | 550 | 4 | (75) 69 | 32 |
| Florida..... | 0 | 0 | 4 | 40 | 42 |
| South Central Division: | | | | | |
| Kentucky..... | 7 | 635 | 6 | 411 | 198 |
| Tennessee..... | 8 | 844 | 16 | 1,061 | 431 |
| Alabama..... | 4 | 691 | 3 | 87 | 109 |
| Mississippi..... | 1 | 65 | 4 | 244 | 107 |
| Louisiana..... | 5 | 595 | 5 | 161 | 172 |
| Texas..... | 2 | 153 | 10 | 914 | 581 |
| Arkansas..... | 0 | -0 | 5 | 151 | 107 |
| North Central Division: | | | | | |
| Ohio..... | 5 | 376 | 32 | 2,422 | 1,231 |
| Indiana..... | 4 | 629 | 11 | (6) 803 | 459 |
| Illinois..... | 6 | 524 | 22 | 1,428 | 749 |
| Michigan..... | 1 | 51 | 10 | 1,351 | 746 |
| Wisconsin..... | 5 | 558 | 4 | 550 | 264 |
| Minnesota..... | 4 | 225 | 7 | 561 | 339 |
| Iowa..... | 3 | 141 | 19 | 1,144 | 715 |
| Missouri..... | 6 | 396 | 21 | 937 | 674 |
| North Dakota..... | 0 | 0 | 3 | 22 | 16 |
| South Dakota..... | 0 | 0 | 6 | (11) 77 | 45 |
| Nebraska..... | 1 | 33 | 7 | 272 | 152 |
| Kansas..... | 2 | 135 | 14 | (18) 559 | 230 |
| Western Division: | | | | | |
| Montana..... | 0 | 0 | 1 | 5 | 8 |
| Wyoming..... | 0 | 0 | 1 | 5 | 8 |
| Colorado..... | 0 | 0 | 4 | 82 | 50 |
| Utah..... | 0 | 0 | 1 | 13 | 4 |
| Nevada..... | 0 | 0 | 1 | 31 | 17 |
| Washington..... | 1 | 6 | 3 | 36 | 31 |
| Oregon..... | 0 | 0 | 6 | 227 | 149 |
| California..... | 4 | 435 | 10 | 537 | 214 |

The above table shows that 282 institutions, or 65.6 per cent of the total number, are coeducational. The average number of students in attendance upon the several coeducational colleges was 99, while at the colleges for males it was 132. An examination of the figures by divisions in the above table will show that coeducation has made least progress in the North Atlantic division of the country, while in the North Central and Western divisions the number of institutions to which women are not admitted is comparatively small.

The number of coeducational institutions in the eastern section of the country is increasing, as evidenced by the recent action of some of the older New England institutions, viz, Tufts College, Mass.; Brown University, Providence, R. I.; and Yale University, New Haven, Conn.

The trustees of Tufts College voted to open the college in all departments to women on the same terms as to men, beginning with the year 1892-'93.

The action taken by Yale on the question of admitting women is contained in the report of President Dwight for the year 1891, from which the following is taken:

"Near the close of the year a committee of the philosophical faculty, which had been appointed at an earlier date, took into serious consideration certain new arrangements and provisions connected with the courses of study in the graduate department. The report which they made, and which was subsequently recommended by the faculty and adopted by the corporation, was not presented until after the end of the year 1891. * * * The committee recommended that five fellowships, yielding \$400 each, and twenty scholarships, yielding \$100 each and covering the expense of tuition, should be established in the graduate department immediately,

on the foundation of present university funds. These fellowships they recommended should be opened to graduates of all colleges and universities whose membership in the department should begin not more than five years after their reception of the bachelor's degree. They also recommended that in the academic year 1891-92, and afterwards, the courses for graduate study, leading to the degree of doctor of philosophy, should be open to graduates of all colleges and universities without distinction of sex. The first of these provisions will prove to be of great advantage to well qualified and gifted students who, after graduation at any of our higher institutions of learning, may desire to prosecute further studies in our university, and to avail themselves of the privileges which it offers. The latter will present to the graduates of our leading colleges for young women, as well as to those of similar colleges for young men, the opportunities which an old and large university affords. It is believed that the opening of these opportunities to young women who have previously advanced to such a point in their studies in the institutions founded especially for them will prove to be a great advantage to the cause of the higher education. The objections which occur to many minds as bearing against the union of the two sexes in the same institution in the courses of undergraduate study have no existence or force as related to the uniting of the two in the graduate courses. The privilege of coming under the instruction of the best and ablest professors in a large university, of using its libraries, and of enjoying the many facilities for study under the highest advantages which it furnishes, must be a privilege of inestimable value. The university becomes by the offering of this privilege, not a rival or opponent of the colleges for women, but an ally and helper to them. It offers its graduate courses and its degree of doctor of philosophy to their graduates, and thus presents its gifts to these graduates as an addition to the gift which they have already received from their own institutions. It is gratifying to observe the favorable reception which has been given to this new plan and arrangement by the public and the friends of education everywhere."

The question of rendering the appliances of Brown University available to young women, has received more or less attention from the corporation since 1885. A plan for the admission of women was adopted in 1886, but was never put into execution. In 1888 the corporation deemed it unwise to open its doors to women, but recommended that the faculty prepare a scheme by which women might be admitted to college examinations and receive certificates of proficiency. In accordance with this recommendation the faculty in February, 1890, prepared the following rules, which were approved by the corporation:

"Young women may be admitted to examinations in Brown University on the following conditions:

"First. They shall take the entrance examinations at the same times and places and under the same conditions as young men.

"Second. The advanced examinations they shall take at the college.

"Third. In order to be admitted to advanced examinations, candidates must have passed all the entrance examinations and all examinations which cover the work of previous terms; but candidates may present certificates in place of entrance examinations, subject to the same conditions which apply to young men.

"Fourth. The subjects for women's examinations, when not identical with those in the courses of instruction given in college, shall in all cases closely correspond to them.

"Fifth. For an entire set of entrance examinations or of advanced examinations, each candidate shall pay \$10. For any extra examinations the fee shall be at the rate of \$20 per set. Reports of proficiency will be given after all examinations. Upon the satisfactory completion of any course of study candidates will receive certificates of their attainments."

The above rules were in force during the year 1891-'92, and thirteen young women availed themselves of the opportunities offered. In order to acquire the knowledge necessary to pass the examinations, women's classes in all freshman studies were formed outside of college and received instruction substantially the same as that received by freshmen in college. As to graduate instruction for women the faculty, during the year 1891-'92, recommended "that to women holding bachelors' degrees, and, by special permission, to other women of liberal education, all the courses of instruction in the university intended for graduate students be opened on the same terms as to men."¹

At the close of the session of 1892 the trustees of Georgetown College, Georgetown, Ky., determined to admit young ladies to the college tentatively. If coeducation is found to work favorably the doors will be opened permanently to young ladies.

Professors and instructors.—The number of professors and instructors, male and female, employed in the several departments of universities and colleges, is shown in the following summary:

¹Reports of President of Brown University for 1890-'91 and 1891-'92.

TABLE 2.—Summary of statistics concerning professors and instructors in universities and colleges for 1890-91.

| State or Territory. | Number of institutions. | Professors and instructors. | | | | | | | |
|-------------------------------|-------------------------|-----------------------------|---------|-------------------------|---------|---------------------------|---------|--------------------------------------|---------|
| | | Preparatory departments. | | Collegiate departments. | | Professional departments. | | Total number (excluding duplicates). | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| United States | 430 | 1,562 | 589 | 4,220 | 499 | 1,958 | 11 | 7,350 | 1,122 |
| North Atlantic Division | 73 | 235 | 22 | 1,286 | 32 | 706 | 2 | 2,343 | 63 |
| South Atlantic Division | 56 | 167 | 56 | 503 | 46 | 164 | 0 | 756 | 100 |
| South Central Division | 76 | 173 | 123 | 518 | 92 | 209 | 1 | 834 | 219 |
| North Central Division | 193 | 879 | 338 | 1,696 | 272 | 697 | 6 | 2,919 | 622 |
| Western Division | 32 | 103 | 50 | 217 | 57 | 182 | 2 | 493 | 118 |
| North Atlantic Division: | | | | | | | | | |
| Maine | 3 | 0 | 0 | 37 | 0 | 16 | 0 | 52 | 0 |
| New Hampshire | 1 | 0 | 0 | 18 | 0 | 17 | 0 | 48 | 0 |
| Vermont | 2 | 0 | 0 | 32 | 0 | 20 | 0 | 50 | 0 |
| Massachusetts | 9 | 31 | 2 | 233 | 3 | 202 | 2 | 543 | 5 |
| Rhode Island | 1 | 0 | 0 | 35 | 0 | 0 | 0 | 35 | 0 |
| Connecticut | 3 | 0 | 0 | 99 | 0 | 62 | 0 | 193 | 0 |
| New York | 23 | 113 | 6 | 416 | 7 | 245 | 0 | 814 | 17 |
| New Jersey | 5 | 5 | 0 | 109 | 0 | 4 | 0 | 114 | 0 |
| Pennsylvania | 26 | 86 | 14 | 307 | 22 | 140 | 0 | 499 | 41 |
| South Atlantic Division: | | | | | | | | | |
| Delaware | 1 | 0 | 0 | 8 | 0 | 0 | 0 | 8 | 0 |
| Maryland | 10 | 40 | 12 | 140 | 15 | 3 | 0 | 153 | 18 |
| District of Columbia | 4 | 29 | 0 | 37 | 0 | 98 | 0 | 163 | 7 |
| Virginia | 7 | 20 | 2 | 87 | 0 | 17 | 0 | 114 | 2 |
| West Virginia | 3 | 7 | 1 | 24 | 1 | 3 | 0 | 32 | 2 |
| North Carolina | 11 | 26 | 18 | 77 | 6 | 18 | 0 | 108 | 18 |
| South Carolina | 9 | 22 | 4 | 69 | 5 | 7 | 0 | 85 | 6 |
| Georgia | 7 | 9 | 7 | 43 | 6 | 18 | 0 | 74 | 30 |
| Florida | 4 | 14 | 12 | 18 | 13 | 0 | 0 | 19 | 17 |
| South Central Division: | | | | | | | | | |
| Kentucky | 13 | 29 | 13 | 79 | 12 | 24 | 0 | 122 | 23 |
| Tennessee | 24 | 72 | 45 | 156 | 31 | 120 | 0 | 306 | 62 |
| Alabama | 7 | 4 | 9 | 67 | 3 | 4 | 0 | 75 | 14 |
| Mississippi | 5 | 7 | 7 | 33 | 5 | 7 | 0 | 41 | 11 |
| Louisiana | 10 | 31 | 17 | 87 | 19 | 45 | 1 | 160 | 45 |
| Texas | 12 | 24 | 24 | 79 | 16 | 9 | 0 | 104 | 46 |
| Arkansas | 5 | 6 | 8 | 17 | 6 | | | 26 | 18 |
| North Central Division: | | | | | | | | | |
| Ohio | 37 | 177 | 71 | 303 | 47 | 144 | 3 | 586 | 131 |
| Indiana | 15 | 64 | 16 | 167 | 19 | 49 | 0 | 276 | 42 |
| Illinois | 28 | 151 | 67 | 252 | 56 | 188 | 1 | 527 | 112 |
| Michigan | 11 | 43 | 23 | 149 | 15 | 60 | 1 | 234 | 47 |
| Wisconsin | 9 | 43 | 11 | 120 | 15 | 25 | 0 | 143 | 17 |
| Minnesota | 11 | 62 | 9 | 119 | 13 | 92 | 0 | 228 | 22 |
| Iowa | 22 | 75 | 50 | 166 | 34 | 77 | 1 | 298 | 89 |
| Missouri | 27 | 116 | 36 | 189 | 43 | 17 | 0 | 278 | 64 |
| North Dakota | 3 | 10 | 4 | 13 | 3 | 1 | 0 | 18 | 3 |
| South Dakota | 6 | 37 | 21 | 35 | 12 | 0 | 0 | 42 | 23 |
| Nebraska | 8 | 40 | 13 | 64 | 14 | 39 | 0 | 122 | 21 |
| Kansas | 16 | 61 | 17 | 119 | 21 | 5 | 0 | 167 | 51 |
| Western Division: | | | | | | | | | |
| Montana | 1 | 3 | 3 | 3 | 3 | 0 | 0 | 10 | 5 |
| Wyoming | 1 | 6 | 1 | 7 | 1 | | | 13 | 2 |
| Colorado | 4 | 23 | 11 | 30 | 11 | 33 | 0 | 96 | 23 |
| Utah | 1 | 9 | 0 | 8 | 0 | | | 18 | 2 |
| Nevada | 1 | 2 | 2 | 7 | 1 | 0 | 0 | 8 | 2 |
| Washington | 4 | 12 | 8 | 10 | 9 | 1 | 0 | 19 | 13 |
| Oregon | 6 | 11 | 5 | 23 | 8 | 49 | 0 | 70 | 16 |
| California | 14 | 42 | 20 | 129 | 24 | 99 | 2 | 259 | 55 |

The above table is self-explanatory and needs but a few words in the way of comment. It will be seen that a considerable proportion of the teaching force is composed of women, but it may be well to state that a large number of them are engaged as instructors in music, art, etc. Especially noticeable is the very small number of women professors in the professional departments.

Students.—The number of students enrolled in universities and colleges during the year shows a gratifying increase over the number enrolled in 1889-'90. The principal items respecting the attendance and classification of students is given in the following summary:

TABLE 3.—Summary of statistics concerning students in universities and colleges for 1890-91.

| States and Territories. | Number of institutions. | Students. | | | | | | | | | | Pursuing courses leading to— | | | | | Pedagogical course. | Business course. | Other special or partial courses. | | | | |
|-------------------------------------|-------------------------|--------------------------|---------|-------------------------|---------|-----------------------|---------|---------------------------|---------|--------------------|---------|--------------------------------------|---------|---------------|---------------|---------------|---------------------|------------------|-----------------------------------|----------------|---------------|------------------------------------|--|
| | | Preparatory departments. | | Collegiate departments. | | Graduate departments. | | Professional departments. | | Other departments. | | Total number (excluding duplicates). | | A. B. degree. | B. S. degree. | B. L. degree. | | | | Ph. B. degree. | C. E. degree. | Other first degrees. | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | | | | | |
| United States..... | 430 | (893) 27,255 | 10,937 | (110) 33,175 | 9,250 | (2,616) 1,124 | 633 | 17,074 | 376 | (2,187) 8,353 | 25,436 | (2,361) 29,734 | 20,951 | 7,311 | 2,317 | 2,779 | 1,060 | 1,437 | 3,978 | 6,358 | 4,115 | | |
| North Atlantic Division... | 73 | 4,177 | 306 | 13,061 | 1,057 | 1,124 | 633 | 5,478 | 70 | 1,934 | 870 | 25,436 | 8,974 | 1,521 | 251 | 554 | 544 | 682 | 280 | 477 | 1,066 | | |
| South Atlantic Division... | 56 | (84) 2,579 | 585 | (75) 4,531 | 387 | 319 | 0 | 1,946 | 26 | 888 | 1,029 | 10,223 | 3,079 | 345 | 67 | 99 | 94 | 49 | 302 | 454 | 112 | | |
| South Central Division... | 76 | (40) 4,713 | 2,306 | 6,012 | 1,705 | 91 | 7 | 2,098 | 9 | (178) 1,117 | 11,568 | (218) 13,992 | 1,801 | 1,464 | 173 | 62 | 137 | 90 | 1,049 | 691 | 335 | | |
| North Central Division... | 193 | (769) 13,897 | 6,681 | (35) 13,194 | 3,620 | (1,052) 1,032 | 171 | 7,012 | 245 | (1,338) 3,234 | 14,384 | (1,482) 38,689 | 6,436 | 3,575 | 1,700 | 1,864 | 276 | 604 | 2,091 | 4,904 | 2,368 | | |
| Western Division..... | 32 | 1,889 | 1,059 | 1,377 | 481 | 30 | 6 | 540 | 26 | (661) 454 | 502 | (661) 4,239 | 661 | 406 | 126 | 200 | 9 | 12 | 256 | 832 | 234 | | |
| North Atlantic Division: | | | | | | | | | | | | | | | | | | | | | | | |
| Maine..... | 3 | 0 | 0 | 438 | 72 | 0 | 0 | 102 | 0 | 0 | 0 | 540 | 506 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | | |
| New Hampshire..... | 1 | 0 | 0 | 256 | 0 | 0 | 0 | 98 | 0 | 108 | 0 | 462 | 194 | 62 | 0 | 31 | 30 | 0 | 0 | 0 | 9 | | |
| Vermont..... | 2 | 0 | 0 | 195 | 44 | 0 | 0 | 203 | 0 | 0 | 0 | 398 | 44 | 60 | 0 | 26 | 50 | 3 | 32 | 432 | 0 | | |
| Massachusetts..... | 9 | 392 | 0 | 2,515 | 205 | 277 | 25 | 1,120 | 59 | 281 | 1 | 4,567 | 290 | 63 | 26 | 26 | 50 | 3 | 0 | 0 | 3 | | |
| Rhode Island..... | 1 | 0 | 0 | 326 | 0 | 26 | 0 | 0 | 0 | 0 | 0 | 332 | 214 | 0 | 0 | 54 | 0 | 0 | 0 | 0 | 33 | | |
| Connecticut..... | 3 | 0 | 0 | 1,184 | 20 | 115 | 3 | 318 | 0 | 387 | 36 | 1,972 | 59 | 60 | 0 | 0 | 0 | 1 | 0 | 0 | 14 | | |
| New York..... | 23 | 2,377 | 157 | 4,128 | 336 | 9440 | 27 | 2,354 | 11 | 950 | 346 | 9,982 | 2,295 | 735 | 125 | 272 | 174 | 426 | 237 | 262 | 298 | | |
| New Jersey..... | 5 | 72 | 0 | 1,101 | 0 | 103 | 0 | 37 | 0 | 56 | 0 | 1,354 | 718 | 144 | 77 | 27 | 77 | 27 | 68 | 109 | 100 | | |
| Pennsylvania..... | 26 | 1,336 | 149 | 2,918 | 380 | 1,163 | 8 | 1,246 | 0 | 172 | 487 | 5,809 | 1,024 | 439 | 64 | 171 | 263 | 178 | 20 | 115 | 167 | | |
| South Atlantic Division: | | | | | | | | | | | | | | | | | | | | | | | |
| Delaware..... | 1 | 0 | 0 | 81 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 81 | 58 | 3 | 0 | 0 | 20 | 0 | 0 | 0 | 0 | | |
| Maryland..... | 10 | 476 | 56 | 770 | 119 | 276 | 0 | 84 | 0 | 95 | 52 | 1,658 | 297 | 783 | 17 | 0 | 0 | 0 | 3 | 168 | 2 | | |
| District of Columbia..... | 4 | 301 | 2 | 194 | 34 | 0 | 0 | 1,057 | 18 | 198 | 62 | 1,750 | 115 | 157 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | | |
| Virginia..... | 7 | 195 | 0 | 1,079 | 0 | 6 | 0 | 307 | 0 | 18 | 0 | 1,593 | 549 | 20 | 2 | 15 | 15 | 0 | 20 | 20 | 20 | | |
| West Virginia..... | 3 | 140 | 6 | 206 | 57 | 2 | 0 | 26 | 0 | 0 | 0 | 361 | 123 | 25 | 25 | 14 | 14 | 30 | 7 | 7 | 29 | | |
| <i>a</i> Includes 812 nonresidents. | | | | | | | | | | | | | | | | | | | | | | <i>i</i> Includes 46 nonresidents. | |
| <i>b</i> Includes 58 nonresidents. | | | | | | | | | | | | | | | | | | | | | | <i>j</i> Includes 3 nonresidents. | |
| <i>c</i> Includes 167 nonresidents. | | | | | | | | | | | | | | | | | | | | | | | |
| <i>d</i> Includes 11 nonresidents. | | | | | | | | | | | | | | | | | | | | | | | |

^a Includes 812 nonresidents.

^b Includes 58 nonresidents.

^c Includes 167 nonresidents.

^d Includes 11 nonresidents.

^e Includes 705 nonresidents.

^f Includes 47 nonresidents.

^g Includes 121 nonresidents.

^h Includes 8 nonresidents.

ⁱ Includes 46 nonresidents.

^j Includes 3 nonresidents.

TABLE 3.—Summary of statistics concerning students in universities and colleges for 1890-'91—Continued.

| States and Territories. | Number of institutions. | Students. | | | | | | | | | | | | | | | | | | | | Other special or partial courses. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-------------------------|--------------------------|---------|-------|---------|-------------------------|---------|-------|---------|-----------------------|---------|-------|---------|---------------------------|---------|-------|---------|--------------------|---------------|---------------|----------------|-----------------------------------|------------------------------|----------------------|--|--|--|--|------------------|---------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | Preparatory departments. | | | | Collegiate departments. | | | | Graduate departments. | | | | Professional departments. | | | | Other departments. | | | | | Pursuing courses leading to— | | | | | | Business course. | Pedagogical course. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | A. B. degree. | B. S. degree. | B. L. degree. | Ph. B. degree. | | C. E. degree. | Other first degrees. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| South Atlantic Division— Continued. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

This table shows that the total number of students in attendance upon all the courses of study of the several institutions was 124,684, of which number 29,734, or almost 24 per cent, were women. Of the 47,535 students in the regular college departments almost 20 per cent were women. The number of students in the graduate departments shows a marked increase over last year's figures. As will be seen by the footnotes appended to the above table, 930 of the graduate students were non-residents; that is, students pursuing advanced courses of study at their homes or places other than the institutions at which their names are enrolled. The total number of students enrolled in graduate departments was 2,863, of which number but 8.6 per cent were women.

Notwithstanding the considerable increase in the number of institutions, it is found that the number of students in the preparatory departments was less than during the preceding year. The University of Kansas reports that no preparatory work will be done by that institution after the close of the year 1890-'91. This goes to show that the academies and high schools are now able and willing to prepare students for the freshman class of the university, thus allowing the entire force of the university to be devoted to college and university work.

The number of students in the several degree and other courses is also given in the above table. As will be seen, a large number of students were enrolled in normal and business courses. Besides these, there are also courses in music, art, etc., in a large number of the institutions.

The following table shows the percentage of college students in the several degree courses offered by 368 universities and colleges:

TABLE 4.—Per cent of college students in the several degree courses in 1890-'91.

| State or Territory. | Number of colleges reporting classification of students. | Number of undergraduate college students. | Per cent of college students in regular degree courses. | Per cent of students in regular degree courses pursuing courses leading to— | | | | | |
|-------------------------------|--|---|---|---|---------------|---------------|----------------|---------------|----------------------|
| | | | | A. B. degree. | B. S. degree. | B. L. degree. | Ph. B. degree. | C. E. degree. | Other first degrees. |
| United States | 368 | 41,215 | 87.0 | 58.4 | 20.8 | 6.3 | 7.5 | 3.0 | 4.0 |
| North Atlantic Division | 70 | 13,744 | 91.1 | 71.7 | 12.2 | 2.0 | 4.4 | 4.3 | 5.4 |
| South Atlantic Division | 50 | 4,163 | 89.6 | 82.5 | 9.2 | 1.8 | 2.7 | 2.5 | 1.3 |
| South Central Division | 51 | 4,724 | 78.9 | 48.3 | 39.3 | 4.6 | 1.7 | 9.7 | 2.4 |
| North Central Division | 168 | 16,807 | 86.1 | 44.5 | 25.8 | 11.3 | 12.3 | 1.9 | 4.2 |
| Western Division | 29 | 1,772 | 79.8 | 46.8 | 28.7 | 8.9 | 14.1 | 0.6 | 0.9 |
| North Atlantic Division: | | | | | | | | | |
| Maine | 3 | 510 | 99.2 | 100.0 | 0 | 0 | 0 | 0 | 0 |
| New Hampshire | 1 | 256 | 100.0 | 75.8 | 24.2 | 0 | 0 | 0 | 0 |
| Vermont | 2 | 239 | 96.2 | 47.4 | 26.1 | 0 | 13.5 | 13.0 | 0 |
| Massachusetts | 9 | 2,720 | 90.4 | 94.3 | 2.6 | 0 | 1.1 | 0 | 2.0 |
| Rhode Island | 1 | 326 | 82.3 | 79.9 | 0 | 0 | 20.1 | 0 | 0 |
| Connecticut | 3 | 1,204 | 96.5 | 94.7 | 5.2 | 0 | 0 | 0 | 0.1 |
| New York | 23 | 4,464 | 90.7 | 56.7 | 18.7 | 3.1 | 6.7 | 4.3 | 10.5 |
| New Jersey | 5 | 1,101 | 87.7 | 74.3 | 14.9 | 0 | 0 | 8.0 | 2.8 |
| Pennsylvania | 23 | 2,924 | 90.0 | 57.6 | 16.7 | 2.4 | 6.5 | 10.0 | 6.8 |
| South Atlantic Division: | | | | | | | | | |
| Delaware | 1 | 81 | 100.0 | 71.6 | 3.7 | 0 | 0 | 24.7 | 0 |
| Maryland | 10 | 889 | 90.0 | 97.9 | 2.1 | 0 | 0 | 0 | 0 |
| District of Columbia | 3 | 162 | 96.9 | 100.0 | 0 | 0 | 0 | 0 | 0 |
| Virginia | 5 | 663 | 88.4 | 93.7 | 3.4 | 0.3 | 0 | 2.6 | 0 |
| West Virginia | 3 | 263 | 61.6 | 75.9 | 0 | 15.4 | 0 | 8.7 | 0 |
| North Carolina | 11 | 1,019 | 93.3 | 71.3 | 13.7 | 2.7 | 7.5 | 2.2 | 2.6 |
| South Carolina | 7 | 363 | 90.6 | 72.6 | 21.9 | 0 | 5.5 | 0 | 0 |
| Georgia | 6 | 646 | 96.6 | 75.2 | 15.7 | 0 | 1.5 | 3.8 | 3.8 |
| Florida | 4 | 82 | 52.4 | 73.5 | 11.6 | 32.6 | 2.3 | 0 | 0 |
| South Central Division: | | | | | | | | | |
| Kentucky | 8 | 708 | 76.6 | 45.9 | 43.0 | 8.5 | 0 | 2.6 | 0 |
| Tennessee | 16 | 1,407 | 82.4 | 42.4 | 44.5 | 4.8 | 2.5 | 5.8 | 0 |
| Alabama | 5 | 582 | 71.5 | 53.5 | 38.6 | 0 | 0 | 7.9 | 0 |
| Mississippi | 4 | 273 | 100.0 | 34.8 | 46.5 | 1.5 | 0 | 0 | 17.2 |
| Louisiana | 9 | 850 | 88.7 | 60.2 | 39.8 | 0 | 0 | 0 | 0 |
| Texas | 7 | 718 | 55.0 | 57.5 | 16.4 | 17.0 | 2.5 | 5.8 | 6.8 |
| Arkansas | 2 | 186 | 100.0 | 32.8 | 33.3 | 0 | 12.4 | 0 | 21.5 |

TABLE 4.—*Per cent of college students in the several degree courses in 1890-'91—Cont'd.*

| State or Territory. | Number of colleges reporting classification of students. | Number of undergraduate college students. | Per cent of college students in regular degree courses. | Per cent of students in regular degree courses pursuing courses leading to— | | | | | |
|-------------------------|--|---|---|---|---------------|---------------|----------------|---------------|----------------------|
| | | | | A. B. Degree. | B. S. Degree. | B. L. Degree. | Ph. B. Degree. | C. E. Degree. | Other first degrees. |
| North Central Division: | | | | | | | | | |
| Ohio | 33 | 4,096 | 83.4 | 46.3 | 13.9 | 13.3 | 18.2 | 1.7 | 6.6 |
| Indiana | 12 | 1,413 | 91.3 | 58.6 | 24.3 | 3.4 | 13.3 | 0.4 | ..... |
| Illinois | 25 | 2,394 | 91.8 | 42.6 | 43.5 | 7.7 | 6.1 | 0 | 0.1 |
| Michigan | 9 | 1,724 | 88.9 | 32.0 | 26.0 | 16.8 | 19.8 | 2.1 | 3.3 |
| Wisconsin | 8 | 1,232 | 88.1 | 40.0 | 13.0 | 21.7 | 4.1 | 3.2 | 18.0 |
| Minnesota | 9 | 1,054 | 70.7 | 35.3 | 23.8 | 24.4 | 5.9 | 4.0 | 6.6 |
| Iowa | 21 | 1,973 | 90.9 | 36.2 | 33.4 | 5.3 | 17.7 | 5.0 | 2.4 |
| Missouri | 21 | 1,427 | 79.5 | 59.9 | 23.7 | 4.4 | 7.7 | 0.8 | 3.5 |
| North Dakota | 3 | 38 | 100.0 | 60.5 | 31.6 | 7.9 | ..... | ..... | ..... |
| South Dakota | 5 | 133 | 81.2 | 63.9 | 16.7 | 1.8 | 17.6 | ..... | ..... |
| Nebraska | 7 | 447 | 83.0 | 41.8 | 33.7 | 22.3 | 2.2 | ..... | ..... |
| Kansas | 15 | 876 | 87.0 | 52.0 | 33.3 | 7.7 | 4.6 | 2.4 | ..... |
| Western Division: | | | | | | | | | |
| Montana | 1 | 13 | 76.9 | 70.0 | 30.0 | ..... | ..... | ..... | ..... |
| Wyoming | 1 | 13 | 100.0 | ..... | ..... | 61.5 | 38.5 | ..... | ..... |
| Colorado | 4 | 132 | 79.5 | 50.5 | 17.1 | 15.3 | 17.1 | 0 | 0 |
| Nevada | 1 | 48 | 100.0 | 68.8 | 31.2 | 0 | 0 | 0 | 0 |
| Washington | 3 | 67 | 92.5 | 37.1 | 46.8 | 16.1 | ..... | ..... | ..... |
| Oregon | 5 | 347 | 80.1 | 88.9 | 6.8 | 3.6 | ..... | ..... | 0.7 |
| California | 12 | 1,152 | 77.9 | 33.2 | 35.9 | 9.1 | 19.7 | 1.0 | 1.1 |

RATIO OF COLLEGE STUDENTS TO POPULATION.

The ratio of college students to population is an important item of information, and one which is frequently called for by correspondents of the Bureau. The ratio of the total number of college students to the total population of the country is easily obtained, but to arrive at the ratio for any one State or section of the country requires the expenditure of a considerable amount of time, though this is undoubtedly justified by the facts obtained.

This office possesses as complete a file of the catalogues of the colleges as it has been possible to obtain, and these have been fully examined for the purposes of this investigation. It has been necessary to examine each catalogue to find the State residences of the students enrolled in the institutions of each State. Satisfactory information respecting the students was obtained from the catalogues of but 361 institutions. This was due to the fact that some institutions do not publish the residence of the students, while others, though giving the residence of the students, do not distinguish between college and other students. Students in the collegiate departments only have been considered, all preparatory and professional students having been excluded. Technological schools are not included.

To give the residence of students in each individual institution concerned would require more space than can be given to the subject. Therefore the results of the investigation have been somewhat condensed, the State residences of students attending the colleges of the several States being given.

The first part of the table, pp. 822-826, gives merely the State residences of the students, while the ratio of college students to the population will be found on p. 827.

We find that frequently a ratio of college students to population for the several States is obtained by dividing the population of the several States by the number of students attending college in the respective States. In order to show the difference between the results obtained by each method, both have been here employed, and the results obtained embodied in the table.

It will be seen, for example, that although there are 1,773 students in the colleges of Connecticut, only 802 students from Connecticut were enrolled in the 361 institutions included in Table 5, showing that while the real ratio in this case is 930, the one given to the State by the other method is 421. In the case of Delaware more students of the State attend the colleges of the country than are enrolled in the college of the State. Similar instances will be found throughout the table.

TABLE 5.—*Showing residence (or domicile) of students attending college in the several States.*

NORTH ATLANTIC DIVISION.

| State or Territory in which college is situated. | Number of colleges in State. | Residence (or domicile) of students. | | | | | | | | | Total in North Atlantic Division. |
|--|------------------------------|--------------------------------------|----------------|----------|----------------|---------------|--------------|-----------|-------------|---------------|-----------------------------------|
| | | Maine. | New Hampshire. | Vermont. | Massachusetts. | Rhode Island. | Connecticut. | New York. | New Jersey. | Pennsylvania. | |
| United States | 361 | 654 | 403 | 439 | 2,611 | 347 | 802 | 5,506 | 1,005 | 3,491 | 15,258 |
| North Atlantic Division .. | 68 | 629 | 384 | 425 | 2,517 | 327 | 755 | 5,248 | 948 | 3,124 | 14,357 |
| South Atlantic Division ... | 46 | 7 | 5 | 3 | 41 | 14 | 21 | 84 | 37 | 123 | 335 |
| South Central Division .. | 60 | 1 | 1 | 0 | 2 | 1 | 0 | 2 | 3 | 9 | 19 |
| North Central Division .. | 161 | 16 | 10 | 10 | 46 | 5 | 25 | 161 | 16 | 229 | 518 |
| Western Division | 26 | 1 | 3 | 1 | 5 | 0 | 1 | 11 | 1 | 6 | 29 |
| North Atlantic Division: | | | | | | | | | | | |
| Maine | 3 | 418 | 23 | 7 | 40 | 1 | 0 | 7 | 1 | 1 | 498 |
| New Hampshire | 1 | 26 | 168 | 82 | 46 | 6 | 1 | 8 | 1 | 1 | 339 |
| Vermont | 2 | 0 | 3 | 177 | 9 | 0 | 0 | 25 | 0 | 0 | 214 |
| Massachusetts | 9 | 131 | 137 | 107 | 2,124 | 67 | 150 | 607 | 85 | 143 | 3,556 |
| Rhode Island | 1 | 1 | 14 | 11 | 72 | 210 | 19 | 24 | 9 | 12 | 372 |
| Connecticut | 3 | 34 | 25 | 23 | 105 | 16 | 522 | 401 | 87 | 116 | 1,329 |
| New York | 20 | 13 | 10 | 17 | 93 | 21 | 54 | 3,842 | 248 | 200 | 4,498 |
| New Jersey | 4 | 0 | 2 | 0 | 3 | 1 | 1 | 216 | 415 | 200 | 833 |
| Pennsylvania | 25 | 6 | 2 | 1 | 25 | 5 | 8 | 118 | 102 | 2,446 | 2,713 |
| South Atlantic Division: | | | | | | | | | | | |
| Delaware | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Maryland | 7 | 6 | 2 | 2 | 34 | 13 | 17 | 53 | 34 | 67 | 223 |
| District of Columbia .. | 3 | 0 | 3 | 0 | 5 | 1 | 2 | 16 | 1 | 12 | 40 |
| Virginia | 7 | 1 | 0 | 1 | 0 | 0 | 0 | 6 | 0 | 8 | 16 |
| West Virginia | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 8 | 1 | 33 | 43 |
| North Carolina | 9 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 4 |
| South Carolina | 7 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 |
| Georgia | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Florida | 4 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| South Central Division: | | | | | | | | | | | |
| Kentucky | 11 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 |
| Tennessee | 20 | 1 | 0 | 0 | 2 | 0 | 0 | 2 | 3 | 8 | 16 |
| Alabama | 5 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Mississippi | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Louisiana | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Texas | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arkansas | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| North Central Division: | | | | | | | | | | | |
| Ohio | 32 | 1 | 3 | 5 | 20 | 1 | 11 | 60 | 6 | 143 | 250 |
| Indiana | 11 | 1 | 0 | 0 | 2 | 0 | 1 | 3 | 2 | 12 | 21 |
| Illinois | 25 | 0 | 0 | 2 | 4 | 1 | 4 | 22 | 3 | 14 | 59 |
| Michigan | 10 | 12 | 4 | 2 | 7 | 2 | 4 | 55 | 1 | 32 | 119 |
| Wisconsin | 6 | 0 | 1 | 0 | 1 | 0 | 2 | 8 | 1 | 4 | 17 |
| Minnesota | 9 | 1 | 1 | 1 | 3 | 1 | 2 | 4 | 1 | 3 | 17 |
| Iowa | 21 | 1 | 0 | 0 | 6 | 0 | 0 | 5 | 1 | 6 | 19 |
| Missouri | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 12 | 15 |
| North Dakota | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| South Dakota | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Nebraska | 5 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 5 |
| Kansas | 13 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 2 | 5 |
| Western Division: | | | | | | | | | | | |
| Montana | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Wyoming | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Colorado | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 2 | 5 |
| Utah | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Nevada | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Washington | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Oregon | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| California | 11 | 1 | 3 | 1 | 3 | 0 | 1 | 9 | 1 | 4 | 23 |

TABLE 5.—Showing residence (or domicile) of students attending college in the several States—Continued.

SOUTH CENTRAL DIVISION.

| State or Territory in which college is situated. | Number of colleges in State. | Residence (or domicile) of students. | | | | | | | | |
|--|------------------------------|--------------------------------------|------------|----------|--------------|------------|--------|-----------|-----------|-------------------|
| | | Kentucky. | Tennessee. | Alabama. | Mississippi. | Louisiana. | Texas. | Arkansas. | Oklahoma. | Indian Territory. |
| United States | 361 | 1,194 | 1,480 | 665 | 537 | 1,106 | 919 | 153 | 4 | 20 |
| North Atlantic Division ... | 68 | 85 | 47 | 14 | 8 | 18 | 38 | 11 | 0 | 2 |
| South Atlantic Division ... | 46 | 64 | 60 | 28 | 20 | 23 | 48 | 16 | 0 | 4 |
| South Central Division ... | 60 | 975 | 1,350 | 612 | 503 | 1,061 | 802 | 96 | 0 | 6 |
| North Central Division ... | 161 | 68 | 23 | 11 | 6 | 4 | 31 | 29 | 4 | 8 |
| Western Division | 26 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| North Atlantic Division: | | | | | | | | | | |
| Maine | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| New Hampshire | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Vermont | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Massachusetts | 9 | 22 | 8 | 6 | 1 | 6 | 8 | 3 | 0 | 0 |
| Rhode Island | 1 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Connecticut | 3 | 15 | 10 | 1 | 0 | 3 | 1 | 0 | 0 | 0 |
| New York | 20 | 16 | 10 | 4 | 3 | 6 | 10 | 5 | 0 | 1 |
| New Jersey | 4 | 18 | 7 | 1 | 3 | 3 | 9 | 0 | 0 | 0 |
| Pennsylvania | 25 | 13 | 9 | 1 | 0 | 0 | 10 | 3 | 0 | 0 |
| South Atlantic Division: | | | | | | | | | | |
| Delaware | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Maryland | 7 | 17 | 1 | 4 | 2 | 1 | 1 | 0 | 0 | 0 |
| District of Columbia | 3 | 2 | 1 | 3 | 2 | 0 | 9 | 3 | 0 | 0 |
| Virginia | 7 | 34 | 48 | 12 | 14 | 21 | 28 | 13 | 0 | 3 |
| West Virginia | 3 | 10 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 |
| North Carolina | 9 | 0 | 3 | 1 | 0 | 0 | 1 | 0 | 0 | 1 |
| South Carolina | 7 | 0 | 6 | 3 | 0 | 1 | 2 | 0 | 0 | 0 |
| Georgia | 5 | 1 | 1 | 5 | 2 | 0 | 4 | 0 | 0 | 0 |
| Florida | 4 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| South Central Division: | | | | | | | | | | |
| Kentucky | 11 | 906 | 29 | 2 | 9 | 11 | 24 | 18 | 0 | 0 |
| Tennessee | 20 | 65 | 1,314 | 32 | 76 | 28 | 47 | 36 | 0 | 4 |
| Alabama | 5 | 0 | 2 | 572 | 41 | 83 | 4 | 0 | 0 | 0 |
| Mississippi | 4 | 3 | 4 | 6 | 341 | 17 | 2 | 9 | 0 | 0 |
| Louisiana | 9 | 0 | 0 | 0 | 31 | 919 | 9 | 6 | 0 | 0 |
| Texas | 8 | 1 | 0 | 0 | 3 | 3 | 716 | 4 | 0 | 1 |
| Arkansas | 3 | 0 | 1 | 0 | 2 | 0 | 0 | 23 | 0 | 1 |
| North Central Division: | | | | | | | | | | |
| Ohio | 32 | 22 | 8 | 4 | 1 | 0 | 3 | 4 | 1 | 3 |
| Indiana | 11 | 28 | 2 | 1 | 1 | 1 | 4 | 2 | 0 | 0 |
| Illinois | 25 | 11 | 3 | 2 | 1 | 1 | 8 | 2 | 1 | 2 |
| Michigan | 10 | 4 | 6 | 1 | 2 | 0 | 2 | 1 | 0 | 0 |
| Wisconsin | 6 | 2 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Minnesota | 9 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Iowa | 21 | 0 | 1 | 0 | 0 | 2 | 3 | 0 | 0 | 0 |
| Missouri | 22 | 1 | 0 | 2 | 1 | 0 | 7 | 20 | 0 | 3 |
| North Dakota | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| South Dakota | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Nebraska | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kansas | 13 | 0 | 2 | 0 | 0 | 0 | 3 | 0 | 2 | 0 |
| Western Division: | | | | | | | | | | |
| Montana | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Wyoming | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Colorado | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Utah | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Nevada | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Washington | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Oregon | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| California | 11 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |

TABLE 5.—Showing residence (or domicile) of students attending college in the several States—Continued.

NORTH CENTRAL DIVISION.

| State or Territory in which college is situated. | Number of colleges in State. | Residence (or domicile) of students. | | | | | | | | | | | | |
|--|------------------------------|--------------------------------------|----------|-----------|-----------|------------|------------|-------|-----------|---------------|---------------|-----------|---------|----------------------------------|
| | | Ohio. | Indiana. | Illinois. | Michigan. | Wisconsin. | Minnesota. | Iowa. | Missouri. | North Dakota. | South Dakota. | Nebraska. | Kansas. | Total in North Central Division. |
| United States..... | 361 | 3,724 | 1,556 | 2,962 | 1,514 | 1,237 | 1,036 | 2,106 | 1,765 | 63 | 183 | 554 | 985 | 17,685 |
| North Atlantic Division..... | 68 | 470 | 94 | 468 | 110 | 102 | 110 | 94 | 128 | 3 | 10 | 43 | 64 | 1,696 |
| South Atlantic Division..... | 46 | 82 | 18 | 24 | 14 | 8 | 14 | 42 | 1 | 3 | 5 | 6 | 225 | |
| South Central Division..... | 60 | 22 | 12 | 26 | 4 | 1 | 2 | 27 | 1 | 0 | 3 | 5 | 105 | |
| North Central Division..... | 161 | 3,148 | 1,398 | 2,432 | 1,378 | 1,125 | 912 | 1,983 | 1,562 | 57 | 169 | 501 | 908 | 15,573 |
| Western Division..... | 26 | 2 | 34 | 12 | 8 | 1 | 4 | 13 | 6 | 1 | 1 | 2 | 2 | 86 |
| North Atlantic Division: | | | | | | | | | | | | | | |
| Maine..... | 3 | 2 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| New Hampshire..... | 1 | 4 | 0 | 8 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 5 | 0 | 19 |
| Vermont..... | 2 | 1 | 0 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Massachusetts..... | 9 | 169 | 35 | 191 | 32 | 40 | 37 | 44 | 38 | 1 | 4 | 11 | 31 | 633 |
| Rhode Island..... | 1 | 5 | 1 | 2 | 3 | 5 | 0 | 2 | 0 | 0 | 1 | 0 | 1 | 20 |
| Connecticut..... | 3 | 68 | 10 | 90 | 20 | 7 | 26 | 8 | 36 | 0 | 1 | 4 | 7 | 277 |
| New York..... | 20 | 106 | 25 | 118 | 44 | 41 | 34 | 22 | 29 | 0 | 4 | 13 | 11 | 447 |
| New Jersey..... | 4 | 28 | 9 | 29 | 8 | 7 | 5 | 8 | 13 | 1 | 0 | 8 | 4 | 120 |
| Pennsylvania..... | 25 | 87 | 14 | 26 | 2 | 0 | 4 | 10 | 12 | 1 | 0 | 2 | 10 | 168 |
| South Atlantic Division: | | | | | | | | | | | | | | |
| Delaware..... | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Maryland..... | 7 | 22 | 8 | 17 | 10 | 7 | 6 | 9 | 2 | 1 | 3 | 3 | 3 | 91 |
| District of Columbia..... | 3 | 6 | 3 | 6 | 2 | 1 | 2 | 3 | 2 | 0 | 0 | 1 | 1 | 27 |
| Virginia..... | 7 | 4 | 0 | 0 | 0 | 0 | 0 | 2 | 22 | 0 | 0 | 0 | 0 | 28 |
| West Virginia..... | 3 | 49 | 7 | 0 | 2 | 0 | 0 | 0 | 16 | 0 | 0 | 0 | 2 | 76 |
| North Carolina..... | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| South Carolina..... | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Georgia..... | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Florida..... | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| South Central Division: | | | | | | | | | | | | | | |
| Kentucky..... | 11 | 10 | 10 | 6 | 0 | 0 | 0 | 2 | 10 | 0 | 0 | 0 | 3 | 41 |
| Tennessee..... | 20 | 12 | 2 | 17 | 4 | 1 | 1 | 0 | 16 | 1 | 0 | 3 | 2 | 59 |
| Alabama..... | 5 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Mississippi..... | 4 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Louisiana..... | 9 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 3 |
| Texas..... | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arkansas..... | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| North Central Division: | | | | | | | | | | | | | | |
| Ohio..... | 32 | 2,911 | 68 | 91 | 58 | 39 | 12 | 41 | 23 | 0 | 7 | 7 | 20 | 3,277 |
| Indiana..... | 11 | 38 | 1,193 | 83 | 7 | 2 | 3 | 12 | 20 | 1 | 0 | 4 | 9 | 1,372 |
| Illinois..... | 25 | 41 | 54 | 1,808 | 30 | 42 | 23 | 102 | 73 | 1 | 8 | 35 | 32 | 2,249 |
| Michigan..... | 10 | 119 | 66 | 239 | 1,265 | 34 | 21 | 64 | 13 | 0 | 13 | 19 | 30 | 1,883 |
| Wisconsin..... | 6 | 15 | 10 | 70 | 5 | 930 | 13 | 29 | 2 | 2 | 3 | 1 | 3 | 1,083 |
| Minnesota..... | 9 | 3 | 0 | 12 | 5 | 38 | 798 | 26 | 5 | 25 | 8 | 1 | 2 | 923 |
| Iowa..... | 21 | 12 | 2 | 71 | 7 | 37 | 35 | 1,677 | 22 | 3 | 6 | 33 | 23 | 1,928 |
| Missouri..... | 22 | 6 | 2 | 39 | 0 | 0 | 3 | 8 | 1,389 | 0 | 1 | 7 | 55 | 1,510 |
| North Dakota..... | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 22 | 1 | 0 | 0 | 25 |
| South Dakota..... | 5 | 0 | 0 | 1 | 1 | 1 | 1 | 8 | 0 | 3 | 122 | 4 | 0 | 141 |
| Nebraska..... | 5 | 0 | 2 | 8 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 378 | 4 | 402 |
| Kansas..... | 13 | 3 | 1 | 10 | 0 | 2 | 1 | 6 | 15 | 0 | 0 | 12 | 730 | 780 |
| Western Division: | | | | | | | | | | | | | | |
| Montana..... | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Wyoming..... | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Colorado..... | 2 | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Utah..... | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Nevada..... | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Washington..... | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Oregon..... | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| California..... | 11 | 2 | 34 | 11 | 4 | 1 | 4 | 11 | 6 | 1 | 1 | 2 | 2 | 79 |

TABLE 5.—Showing residence (or domicile) of students attending college in the several States—Continued.

WESTERN DIVISION.

| State or Territory in which college is situated. | Number of colleges in State. | Residence (or domicile) of students. | | | | | | | | | | | | Total number of students in colleges. |
|--|------------------------------|--------------------------------------|----------|-----------|-------------|----------|-------|---------|--------|-------------|---------|-------------|----------------------------|---------------------------------------|
| | | Montana. | Wyoming. | Colorado. | New Mexico. | Arizona. | Utah. | Nevada. | Idaho. | Washington. | Oregon. | California. | Total in Western Division. | |
| United States | 361 | 59 | 25 | 189 | 11 | 10 | 51 | 58 | 14 | 146 | 351 | 1,207 | 2,121 | 542 40,474 |
| North Atlantic Division | 68 | 13 | 3 | 49 | 4 | 1 | 10 | 1 | 5 | 13 | 12 | 87 | 198 | 260 17,377 |
| South Atlantic Division | 46 | 0 | 0 | 3 | 0 | 2 | 1 | 0 | 0 | 1 | 1 | 14 | 22 | 25 4,724 |
| South Central Division | 60 | 1 | 0 | 4 | 1 | 0 | 1 | 0 | 1 | 1 | 2 | 5 | 16 | 43 5,752 |
| North Central Division | 161 | 16 | 7 | 51 | 5 | 5 | 18 | 2 | 4 | 26 | 10 | 39 | 183 | 188 16,773 |
| Western Division | 26 | 29 | 15 | 82 | 1 | 2 | 21 | 55 | 4 | 105 | 326 | 1,062 | 1,702 | 26 1,846 |
| North Atlantic Division: | | | | | | | | | | | | | | |
| Maine | 3 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 511 |
| New Hampshire | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 364 |
| Vermont | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 232 |
| Massachusetts | 9 | 3 | 2 | 14 | 0 | 0 | 5 | 1 | 0 | 3 | 5 | 36 | 69 | 63 4,469 |
| Rhode Island | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 4 403 |
| Connecticut | 3 | 5 | 0 | 14 | 1 | 1 | 2 | 0 | 1 | 7 | 2 | 24 | 57 | 20 1,773 |
| New York | 20 | 3 | 1 | 13 | 0 | 0 | 3 | 0 | 4 | 1 | 1 | 18 | 44 | 91 5,220 |
| New Jersey | 4 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 10 | 32 1,113 |
| Pennsylvania | 25 | 1 | 0 | 4 | 3 | 0 | 0 | 0 | 0 | 2 | 1 | 3 | 14 | 37 3,292 |
| South Atlantic Division: | | | | | | | | | | | | | | |
| Delaware | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 82 |
| Maryland | 7 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 5 | 8 | 15 990 |
| District of Columbia | 3 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 8 | 2 273 |
| Virginia | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 3 | 5 | 4 | 1 1,114 |
| West Virginia | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 4 265 |
| North Carolina | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 761 |
| South Carolina | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 585 |
| Georgia | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 574 |
| Florida | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 82 |
| South Central Division: | | | | | | | | | | | | | | |
| Kentucky | 11 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 4 | 5 1,073 |
| Tennessee | 20 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 4 | 10 | 17 1,820 |
| Alabama | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 733 |
| Mississippi | 4 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 385 |
| Louisiana | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 8 980 |
| Texas | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 731 |
| Arkansas | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 30 |
| North Central Division: | | | | | | | | | | | | | | |
| Ohio | 32 | 1 | 0 | 9 | 0 | 2 | 3 | 1 | 2 | 5 | 1 | 7 | 31 | 53 3,737 |
| Indiana | 11 | 0 | 0 | 4 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 4 | 11 | 18 1,462 |
| Illinois | 25 | 0 | 3 | 6 | 0 | 1 | 1 | 0 | 0 | 4 | 5 | 11 | 31 | 42 2,408 |
| Michigan | 10 | 6 | 1 | 15 | 0 | 0 | 8 | 0 | 0 | 2 | 1 | 9 | 42 | 36 2,127 |
| Wisconsin | 6 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 5 | 6 1,116 |
| Minnesota | 9 | 3 | 0 | 2 | 0 | 0 | 1 | 0 | 1 | 3 | 0 | 2 | 12 | 11 967 |
| Iowa | 21 | 0 | 0 | 3 | 0 | 0 | 2 | 1 | 0 | 5 | 0 | 3 | 14 | 10 1,978 |
| Missouri | 22 | 4 | 0 | 3 | 3 | 0 | 1 | 0 | 1 | 3 | 0 | 3 | 18 | 10 1,591 |
| North Dakota | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 26 |
| South Dakota | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 142 |
| Nebraska | 5 | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 4 | 0 411 |
| Kansas | 13 | 0 | 0 | 8 | 2 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 13 | 2 808 |
| Western Division: | | | | | | | | | | | | | | |
| Montana | 1 | 25 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 27 | 0 30 |
| Wyoming | 1 | 0 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 0 14 |
| Colorado | 2 | 0 | 1 | 80 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 83 | 1 95 |
| Utah | 1 | 0 | 0 | 0 | 0 | 0 | 17 | 0 | 0 | 0 | 0 | 0 | 17 | 0 17 |
| Nevada | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 0 | 0 | 0 | 3 | 48 | 0 48 |
| Washington | 4 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 66 | 4 | 0 | 74 | 0 74 |
| Oregon | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 15 | 299 | 1 | 316 | 0 316 |
| California | 11 | 3 | 0 | 1 | 0 | 2 | 2 | 10 | 0 | 24 | 23 | 1,058 | 1,128 | 25 1,252 |

TABLE 6.—Showing (a) the ratio of college students to the population of the States in which they reside; (b) the ratio of college students to the population of the States in which they attend college.

| State or Territory. | Population, 1890. | Number of students from the several States in 361 colleges. | Ratio of college stu- dents to population, i. e., num- ber of peo- ple to each college stu- dent. | Number of students in the col- leges of the several States. | Ratio of college stu- dents to population, i. e., num- ber of peo- ple to each college stu- dent. |
|------------------------------|----------------------|--|---|--|---|
| United States | 62, 622, 250 | 45, 932 | 1, 363 | 46, 474 | 1, 347 |
| North Atlantic Division..... | 17, 401, 545 | 15, 258 | 1, 140 | 17, 377 | 1, 001 |
| South Atlantic Division..... | 8, 857, 920 | 4, 790 | 1, 849 | 4, 726 | 1, 874 |
| South Central Division..... | 10, 972, 893 | 6, 078 | 1, 805 | 5, 752 | 1, 908 |
| North Central Division..... | 22, 362, 279 | 17, 685 | 1, 265 | 16, 773 | 1, 333 |
| Western Division..... | 3, 027, 613 | 2, 121 | 1, 427 | 1, 846 | 1, 640 |
| North Atlantic Division: | | | | | |
| Maine..... | 661, 086 | 654 | 1, 011 | 511 | 1, 294 |
| New Hampshire..... | 376, 530 | 403 | 934 | 364 | 1, 034 |
| Vermont..... | 332, 422 | 439 | 757 | 232 | 1, 433 |
| Massachusetts..... | 2, 238, 943 | 2, 611 | 858 | 4, 469 | 501 |
| Rhode Island..... | 245, 596 | 347 | 996 | 403 | 857 |
| Connecticut..... | 746, 258 | 802 | 930 | 1, 773 | 421 |
| New York..... | 5, 997, 853 | 5, 506 | 1, 089 | 5, 220 | 1, 149 |
| New Jersey..... | 1, 444, 933 | 1, 005 | 1, 438 | 1, 113 | 1, 298 |
| Pennsylvania..... | 5, 258, 014 | 3, 491 | 1, 506 | 3, 292 | 1, 597 |
| South Atlantic Division: | | | | | |
| Delaware..... | 168, 493 | 177 | 952 | 82 | 2, 055 |
| Maryland..... | 1, 042, 390 | 781 | 1, 335 | 990 | 1, 053 |
| District of Columbia..... | 230, 292 | 232 | 789 | 273 | 844 |
| Virginia..... | 1, 655, 980 | 944 | 1, 754 | 1, 114 | 1, 487 |
| West Virginia..... | 702, 794 | 263 | 2, 871 | 265 | 2, 878 |
| North Carolina..... | 1, 617, 947 | 822 | 1, 968 | 761 | 2, 126 |
| South Carolina..... | 1, 151, 149 | 694 | 1, 659 | 585 | 1, 968 |
| Georgia..... | 1, 837, 353 | 681 | 2, 698 | 574 | 3, 201 |
| Florida..... | 391, 422 | 133 | 2, 943 | 82 | 4, 773 |
| South Central Division: | | | | | |
| Kentucky..... | 1, 858, 635 | 1, 194 | 1, 557 | 1, 073 | 1, 732 |
| Tennessee..... | 1, 767, 518 | 1, 480 | 1, 194 | 1, 820 | 971 |
| Alabama..... | 1, 513, 017 | 665 | 2, 275 | 733 | 2, 064 |
| Mississippi..... | 1, 289, 600 | 537 | 2, 401 | 385 | 3, 350 |
| Louisiana..... | 1, 118, 587 | 1, 106 | 1, 011 | 980 | 1, 141 |
| Texas..... | 2, 235, 523 | 919 | 2, 433 | 731 | 3, 058 |
| Arkansas..... | 1, 128, 179 | 153 | 7, 374 | 30 | 37, 606 |
| Oklahoma..... | 61, 834 | 4 | 15, 458 | ..... | ..... |
| Indian Territory..... | ..... | 20 | ..... | ..... | ..... |
| North Central Division: | | | | | |
| Ohio..... | 3, 672, 316 | 3, 724 | 986 | 3, 737 | 983 |
| Indiana..... | 2, 192, 404 | 1, 556 | 1, 409 | 1, 462 | 1, 500 |
| Illinois..... | 3, 826, 351 | 2, 962 | 1, 292 | 2, 408 | 1, 589 |
| Michigan..... | 2, 093, 889 | 1, 514 | 1, 383 | 2, 127 | 984 |
| Wisconsin..... | 1, 686, 880 | 1, 237 | 1, 364 | 1, 116 | 1, 512 |
| Minnesota..... | 1, 201, 826 | 1, 036 | 1, 257 | 967 | 1, 346 |
| Iowa..... | 1, 911, 896 | 2, 106 | 908 | 1, 978 | 967 |
| Missouri..... | 2, 679, 184 | 1, 765 | 1, 513 | 1, 591 | 1, 684 |
| North Dakota..... | 182, 719 | 63 | 2, 900 | 26 | 7, 028 |
| South Dakota..... | 328, 808 | 183 | 1, 797 | 142 | 2, 316 |
| Nebraska..... | 1, 058, 910 | 554 | 1, 911 | 411 | 2, 576 |
| Kansas..... | 1, 427, 096 | 985 | 1, 449 | 808 | 1, 766 |
| Western Division: | | | | | |
| Montana..... | 132, 159 | 59 | 2, 240 | 30 | 4, 405 |
| Wyoming..... | 60, 705 | 25 | 2, 828 | 14 | 4, 336 |
| Colorado..... | 412, 198 | 189 | 2, 181 | 95 | 4, 339 |
| New Mexico..... | 153, 593 | 11 | 13, 963 | ..... | ..... |
| Arizona..... | 59, 620 | 10 | 5, 962 | ..... | ..... |
| Utah..... | 207, 905 | 51 | 4, 077 | 17 | 12, 230 |
| Nevada..... | 45, 761 | 58 | 789 | 48 | 953 |
| Idaho..... | 84, 385 | 14 | 6, 027 | ..... | ..... |
| Washington..... | 349, 896 | 146 | 2, 393 | 74 | 4, 721 |
| Oregon..... | 313, 767 | 351 | 894 | 316 | 993 |
| California..... | 1, 208, 130 | 1, 207 | 1, 001 | 1, 252 | 965 |
| Foreign countries..... | ..... | 542 | ..... | ..... | ..... |

Libraries.—The following summary shows the number of volumes in the libraries of universities and colleges and the amount of benefactions received within the year:

TABLE 7.—*Summary of statistics concerning benefactions to and libraries in universities and colleges for 1890-91.*

| State or Territory. | Number of institutions. | Number of bound volumes in libraries. | Number of pamphlets in libraries. | Benefactions. |
|------------------------------|-------------------------|---------------------------------------|-----------------------------------|---------------|
| United States..... | 430 | 4,542,902 | 796,333 | \$6,849,208 |
| North Atlantic Division..... | 73 | 2,201,228 | 432,749 | 2,933,656 |
| South Atlantic Division..... | 56 | 522,297 | 41,530 | 982,363 |
| South Central Division..... | 76 | 372,447 | 45,779 | 452,461 |
| North Central Division..... | 193 | 1,286,842 | 241,656 | 2,226,853 |
| Western Division..... | 32 | 160,088 | 34,619 | 253,875 |
| North Atlantic Division: | | | | |
| Maine..... | 3 | 89,117 | 20,000 | 2,000 |
| New Hampshire..... | 1 | 72,000 | ..... | ..... |
| Vermont..... | 2 | 58,766 | 10,000 | 650 |
| Massachusetts..... | 9 | 571,150 | 172,500 | 384,355 |
| Rhode Island..... | 1 | 70,000 | 20,000 | 222,119 |
| Connecticut..... | 3 | 278,501 | 21,000 | 457,986 |
| New York..... | 23 | 636,552 | 52,909 | 1,391,276 |
| New Jersey..... | 5 | 108,062 | 1,200 | 25,000 |
| Pennsylvania..... | 26 | 317,080 | 135,140 | 450,270 |
| South Atlantic Division: | | | | |
| Delaware..... | 1 | 4,500 | 300 | ..... |
| Maryland..... | 10 | 126,907 | 9,370 | 128,860 |
| District of Columbia..... | 4 | 68,000 | ..... | ..... |
| Virginia..... | 7 | 134,050 | 11,300 | 414,000 |
| West Virginia..... | 3 | 6,200 | 1,550 | 2,550 |
| North Carolina..... | 11 | 72,100 | 8,000 | 253,000 |
| South Carolina..... | 9 | 54,000 | 3,100 | 24,600 |
| Georgia..... | 7 | 49,300 | 7,650 | 149,350 |
| Florida..... | 4 | 7,240 | 260 | 10,003 |
| South Central Division: | | | | |
| Kentucky..... | 13 | 55,910 | 6,087 | 131,200 |
| Tennessee..... | 24 | 100,531 | 15,792 | 53,448 |
| Alabama..... | 7 | 36,200 | 2,900 | 18,525 |
| Mississippi..... | 5 | 22,950 | 3,400 | 40,000 |
| Louisiana..... | 10 | 124,600 | 8,100 | 100,710 |
| Texas..... | 12 | 25,600 | 8,900 | 103,078 |
| Arkansas..... | 5 | 6,650 | 600 | 5,500 |
| North Central Division: | | | | |
| Ohio..... | 37 | 303,272 | 48,900 | 413,189 |
| Indiana..... | 15 | 148,100 | 20,780 | 109,950 |
| Illinois..... | 28 | 177,173 | 28,827 | 141,127 |
| Michigan..... | 11 | 153,427 | 53,988 | 76,493 |
| Wisconsin..... | 9 | 94,900 | 6,750 | 205,380 |
| Minnesota..... | 11 | 53,221 | 1,500 | 143,000 |
| Iowa..... | 22 | 110,297 | 13,595 | 772,300 |
| Missouri..... | 27 | 134,015 | 45,650 | 163,965 |
| North Dakota..... | 3 | 5,700 | 2,400 | 7,040 |
| South Dakota..... | 6 | 10,539 | 1,724 | 28,512 |
| Nebraska..... | 8 | 33,366 | 4,092 | 66,097 |
| Kansas..... | 16 | 62,832 | 13,450 | 99,800 |
| Western Division: | | | | |
| Montana..... | 1 | 1,200 | 100 | ..... |
| Wyoming..... | 1 | 2,300 | 1,000 | ..... |
| Colorado..... | 4 | 20,944 | 3,100 | 171,276 |
| Utah..... | 1 | 10,000 | 2,000 | ..... |
| Nevada..... | 1 | 1,932 | 247 | ..... |
| Washington..... | 4 | 7,700 | 4,630 | 8,849 |
| Oregon..... | 6 | 16,600 | 2,100 | 3,050 |
| California..... | 14 | 99,412 | 21,442 | 76,700 |

The number of bound volumes in the libraries, 4,542,902, shows an increase of 390,849 volumes during the past year. Besides the bound volumes, there were pamphlets to the number of 796,333 reported. This number should undoubtedly be very much larger than it is, for in a large number of the institutions the pamphlets are neither numbered nor catalogued, thus making it impossible to render a report of them.

Benefactions.—The amount of benefactions received by these institutions during the past year through gifts and bequests was \$6,849,208. This does not include the famous Fayerweather bequest nor the large amounts given to the University of Chicago. The former bequest not having been paid over to the several institutions interested during the year under consideration, it will be included in the report for

1891-'92. The amounts received by the University of Chicago will appear in the report for 1892-'93, the year of the opening of the institution. It will be seen that the North Atlantic division again fared better in the matter of benefactions than any of the other divisions, \$2,933,656 being reported by thirty-four of the seventy-three institutions included in this section.

Degrees.—Excluding degrees in law, medicine, and theology, the total number of degrees conferred on examination in 1890-'91, as reported to this Bureau, was 6,452. The following summarized statement gives the name and number of each kind of degree conferred in the several States:

TABLE 8.—*Number of degrees in letters, science, and philosophy conferred on examination in 1890-'91, by universities and colleges.*

| State or Territory. | A. B. | A. M. | B. L. | M. L. | E. S. | M. S. | D. Sc. | C. E. or B. C. E. | M. E. or B. M. E. |
|----------------------------|--------|-------|-------|-------|--------|-------|--------|-------------------|-------------------|
| United States | 3, 350 | 603 | 349 | 2 | 1, 007 | 42 | 2 | 147 | 84 |
| North Atlantic Division .. | 1, 696 | 334 | 51 | ..... | 276 | 13 | 1 | 92 | 72 |
| South Atlantic Division .. | 384 | 40 | 12 | ..... | 38 | ..... | ..... | 10 | ..... |
| South Central Division .. | 257 | 60 | 26 | ..... | 117 | 2 | ..... | 14 | 1 |
| North Central Division .. | 943 | 162 | 250 | 2 | 514 | 26 | 1 | 29 | 11 |
| Western Division | 70 | 7 | 10 | ..... | 62 | 1 | ..... | 2 | ..... |
| North Atlantic Division: | | | | | | | | | |
| Maine..... | 114 | 41 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| New Hampshire..... | 40 | ..... | 7 | ..... | 13 | ..... | ..... | 4 | ..... |
| Vermont..... | 22 | ..... | ..... | ..... | 3 | ..... | ..... | 5 | ..... |
| Massachusetts..... | 502 | 89 | ..... | ..... | 28 | ..... | 1 | ..... | 7 |
| Rhode Island..... | 51 | 6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Connecticut..... | 242 | 18 | ..... | ..... | 10 | 3 | ..... | 3 | ..... |
| New York..... | 286 | 59 | 37 | ..... | 106 | 2 | ..... | 42 | 54 |
| New Jersey..... | 160 | 59 | ..... | ..... | 21 | 1 | ..... | 3 | ..... |
| Pennsylvania..... | 279 | 62 | 7 | ..... | 95 | 7 | ..... | 35 | 11 |
| South Atlantic Division: | | | | | | | | | |
| Delaware..... | 3 | ..... | ..... | ..... | 3 | ..... | ..... | ..... | ..... |
| Maryland..... | 95 | 11 | 4 | ..... | 2 | ..... | ..... | ..... | ..... |
| District of Columbia..... | 14 | 10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Virginia..... | 65 | 9 | 2 | ..... | ..... | ..... | ..... | ..... | ..... |
| West Virginia..... | 21 | ..... | 3 | ..... | 3 | ..... | ..... | 3 | ..... |
| North Carolina..... | 51 | 6 | 3 | ..... | 11 | ..... | ..... | 4 | ..... |
| South Carolina..... | 61 | 3 | ..... | ..... | 10 | ..... | ..... | ..... | ..... |
| Georgia..... | 64 | 1 | ..... | ..... | 9 | ..... | ..... | 3 | ..... |
| Florida..... | 10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| South Central Division: | | | | | | | | | |
| Kentucky..... | 61 | 11 | ..... | ..... | 25 | ..... | ..... | ..... | ..... |
| Tennessee..... | 83 | 10 | 15 | ..... | 38 | 2 | ..... | 5 | 1 |
| Alabama..... | 49 | 15 | ..... | ..... | 19 | ..... | ..... | 7 | ..... |
| Mississippi..... | 6 | 9 | 2 | ..... | 8 | ..... | ..... | ..... | ..... |
| Louisiana..... | 41 | 12 | ..... | ..... | 15 | ..... | ..... | ..... | ..... |
| Texas..... | 11 | 3 | 7 | ..... | 9 | ..... | ..... | 2 | ..... |
| Arkansas..... | 6 | ..... | 2 | ..... | 3 | ..... | ..... | ..... | ..... |
| North Central Division: | | | | | | | | | |
| Ohio..... | 261 | 27 | 51 | ..... | 60 | 1 | 1 | 6 | 3 |
| Indiana..... | 115 | 26 | 10 | ..... | 46 | 4 | ..... | ..... | ..... |
| Illinois..... | 90 | 39 | 22 | 1 | 162 | 4 | ..... | 2 | ..... |
| Michigan..... | 94 | 24 | 35 | ..... | 54 | 5 | ..... | 2 | ..... |
| Wisconsin..... | 65 | 13 | 56 | ..... | 24 | 2 | ..... | 8 | 7 |
| Minnesota..... | 45 | 5 | 21 | ..... | 20 | ..... | ..... | 2 | 1 |
| Iowa..... | 112 | 12 | 21 | 1 | 76 | 5 | ..... | 1 | ..... |
| Missouri..... | 62 | 11 | 13 | ..... | 27 | 2 | ..... | 7 | ..... |
| North Dakota..... | 2 | ..... | 2 | ..... | 1 | ..... | ..... | ..... | ..... |
| South Dakota..... | 14 | ..... | 1 | ..... | 3 | ..... | ..... | ..... | ..... |
| Nebraska..... | 29 | 3 | 8 | ..... | 13 | 1 | ..... | ..... | ..... |
| Kansas..... | 54 | 2 | 10 | ..... | 28 | 2 | ..... | 1 | ..... |
| Western Division: | | | | | | | | | |
| Montana..... | 1 | ..... | ..... | ..... | 2 | ..... | ..... | ..... | ..... |
| Wyoming..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Colorado..... | 12 | ..... | 1 | ..... | 3 | ..... | ..... | ..... | ..... |
| Utah..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Nevada..... | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Washington..... | 2 | ..... | 2 | ..... | 1 | ..... | ..... | ..... | ..... |
| Oregon..... | 17 | ..... | 1 | ..... | 3 | ..... | ..... | ..... | ..... |
| California..... | 33 | 7 | 6 | ..... | 53 | 1 | ..... | 2 | ..... |

TABLE 8.—Number of degrees in letters, science, and philosophy conferred on examination in 1890-91, by universities and colleges—Continued.

| State or Territory. | B. E. E. | Topographical engineer. | B. Agr. | Engineer of mines. | Bachelor of architecture. | Ph. B. | Ph. M. | Ph. D. | Bachelor of didactics. | Bachelor of music. | Bachelor of painting. | Bachelor of oratory. |
|----------------------------|----------|-------------------------|---------|--------------------|---------------------------|--------|--------|--------|------------------------|--------------------|-----------------------|----------------------|
| United States..... | 10 | 4 | 4 | 4 | 2 | 567 | 11 | 136 | 72 | 46 | 8 | 2 |
| North Atlantic Division... | 7 | ..... | ..... | ..... | 2 | 220 | 5 | 74 | ..... | 3 | 7 | ..... |
| South Atlantic Division... | | | | | | 25 | ..... | 31 | 1 | ..... | ..... | ..... |
| South Central Division... | | | | | | 15 | ..... | 4 | 14 | ..... | ..... | ..... |
| North Central Division... | 3 | 4 | 4 | 2 | ..... | 280 | 6 | 26 | 57 | 24 | 1 | 2 |
| Western Division..... | | | | 2 | ..... | 27 | ..... | 1 | ..... | 19 | ..... | ..... |
| North Atlantic Division: | | | | | | | | | | | | |
| Maine..... | | | | | | | | | | | | |
| New Hampshire..... | | | | | | | | | | | | |
| Vermont..... | | | | | | 7 | ..... | ..... | ..... | ..... | ..... | ..... |
| Massachusetts..... | | | | | | 19 | ..... | 17 | ..... | ..... | ..... | ..... |
| Rhode Island..... | | | | | | 8 | ..... | ..... | ..... | ..... | ..... | ..... |
| Connecticut..... | | | | | | 99 | ..... | 23 | ..... | ..... | ..... | ..... |
| New York..... | 5 | ..... | ..... | ..... | 1 | 56 | 5 | 19 | ..... | 3 | 1 | ..... |
| New Jersey..... | 2 | ..... | ..... | ..... | ..... | ..... | ..... | 2 | ..... | ..... | 6 | ..... |
| Pennsylvania..... | | | | | 1 | 31 | ..... | 13 | ..... | ..... | ..... | ..... |
| South Atlantic Division: | | | | | | | | | | | | |
| Delaware..... | | | | | | | | | | | | |
| Maryland..... | | | | | | | | 28 | ..... | ..... | ..... | ..... |
| District of Columbia..... | | | | | | | | | | | | |
| Virginia..... | | | | | | 3 | ..... | 2 | ..... | ..... | ..... | ..... |
| West Virginia..... | | | | | | | | | | | | |
| North Carolina..... | | | | | | 9 | ..... | ..... | ..... | ..... | ..... | ..... |
| South Carolina..... | | | | | | 6 | ..... | 1 | 1 | ..... | ..... | ..... |
| Georgia..... | | | | | | 7 | ..... | ..... | ..... | ..... | ..... | ..... |
| Florida..... | | | | | | | | | | | | |
| South Central Division: | | | | | | | | | | | | |
| Kentucky..... | | | | | | | | | | | | |
| Tennessee..... | | | | | | 3 | ..... | 3 | ..... | ..... | ..... | ..... |
| Alabama..... | | | | | | 5 | ..... | ..... | ..... | ..... | ..... | ..... |
| Mississippi..... | | | | | | 6 | ..... | ..... | 10 | ..... | ..... | ..... |
| Louisiana..... | | | | | | | | | | | | |
| Texas..... | | | | | | | | 1 | 4 | ..... | ..... | ..... |
| Arkansas..... | | | | | | 1 | ..... | ..... | ..... | ..... | ..... | ..... |
| North Central Division: | | | | | | | | | | | | |
| Ohio..... | | | 2 | ..... | ..... | 74 | ..... | 4 | ..... | ..... | ..... | 1 |
| Indiana..... | | | | | | 42 | 1 | 1 | ..... | 2 | ..... | ..... |
| Illinois..... | | | | | | 28 | ..... | 12 | ..... | 1 | ..... | ..... |
| Michigan..... | | | | | | 63 | 2 | 4 | ..... | 9 | 1 | ..... |
| Wisconsin..... | | | | | | 9 | ..... | ..... | ..... | ..... | ..... | ..... |
| Minnesota..... | 2 | ..... | ..... | ..... | ..... | 4 | ..... | ..... | ..... | ..... | ..... | ..... |
| Iowa..... | | | | | | 48 | 3 | ..... | 7 | 10 | ..... | 1 |
| Missouri..... | 1 | 4 | 2 | 2 | ..... | 6 | ..... | 2 | 49 | 1 | ..... | ..... |
| North Dakota..... | | | | | | | | | | | | |
| South Dakota..... | | | | | | 2 | ..... | ..... | ..... | ..... | ..... | ..... |
| Nebraska..... | | | | | | 1 | ..... | 3 | ..... | 1 | ..... | ..... |
| Kansas..... | | | | | | 3 | ..... | ..... | 1 | ..... | ..... | ..... |
| Western Division: | | | | | | | | | | | | |
| Montana..... | | | | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Wyoming..... | | | | | | 1 | ..... | ..... | ..... | ..... | ..... | ..... |
| Colorado..... | | | | | | 3 | ..... | ..... | ..... | ..... | ..... | ..... |
| Utah..... | | | | | | | | | | | | |
| Nevada..... | | | | | | | | | | | | |
| Washington..... | | | | | | | | | | | | |
| Oregon..... | | | | | | 1 | ..... | ..... | ..... | 10 | ..... | ..... |
| California..... | | | | | | 22 | ..... | 1 | ..... | 9 | ..... | ..... |

Honorary degrees.—The total number of honorary degrees conferred during the year by the class of institutions under consideration was 930. The number of honorary degrees of each kind conferred in the several States is given in the following table:

TABLE 9.—Number of honorary degrees conferred by universities and colleges in 1890-91.

| State or Territory. | D. D. | LL. D. | Ph. D. | Lit. D. | L. H. D. | A. B. | A. M. | B. S. | M. S. | C. E. | M. L. | LL. B. | Bachelor of didactics. | Ph. M. | Sc. D. | B. D. | Mus. D. | D. C. L. |
|------------------------------|-------|--------|--------|---------|----------|-------|-------|-------|-------|-------|-------|--------|------------------------|--------|--------|-------|---------|----------|
| United States..... | 293 | 159 | 30 | 5 | 4 | 13 | 375 | 2 | 23 | 3 | 8 | 1 | 1 | 2 | 5 | 1 | 3 | 2 |
| North Atlantic Division..... | 85 | 77 | 19 | 2 | 2 | 6 | 174 | ... | 2 | ... | ... | ... | ... | ... | 4 | 1 | 2 | ... |
| South Atlantic Division..... | 45 | 21 | 3 | ... | ... | 3 | 54 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| South Central Division..... | 46 | 16 | 4 | 1 | 1 | ... | 35 | ... | 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| North Central Division..... | 110 | 47 | 4 | 1 | 1 | 1 | 108 | 1 | 17 | 3 | 8 | 1 | 1 | 2 | 1 | ... | 1 | ... |
| Western Division..... | 6 | 3 | ... | 1 | ... | 3 | 4 | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| North Atlantic Division: | | | | | | | | | | | | | | | | | | |
| Maine..... | 2 | 1 | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... |
| New Hampshire..... | 1 | 1 | 1 | ... | ... | ... | 19 | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Vermont..... | 3 | 2 | ... | ... | ... | ... | 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Massachusetts..... | 10 | 12 | ... | 2 | ... | ... | 27 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Rhode Island..... | 2 | 4 | ... | ... | ... | 2 | 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Connecticut..... | 6 | 8 | ... | ... | ... | ... | 14 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| New York..... | 20 | 29 | 10 | ... | ... | 3 | 62 | ... | ... | ... | ... | ... | ... | ... | 1 | 2 | 2 | ... |
| New Jersey..... | 8 | 9 | 3 | ... | 2 | ... | 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Pennsylvania..... | 33 | 11 | 5 | ... | ... | 1 | 39 | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| South Atlantic Division: | | | | | | | | | | | | | | | | | | |
| Delaware..... | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Maryland..... | 3 | 1 | ... | ... | ... | ... | 11 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| District of Columbia..... | ... | 1 | ... | ... | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Virginia..... | 8 | 1 | ... | ... | ... | ... | 15 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| West Virginia..... | ... | 3 | ... | ... | ... | ... | 10 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| North Carolina..... | 18 | 7 | 3 | ... | ... | 1 | 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| South Carolina..... | 11 | 2 | ... | ... | ... | ... | 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Georgia..... | 5 | 3 | ... | ... | ... | 1 | 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Florida..... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| South Central Division: | | | | | | | | | | | | | | | | | | |
| Kentucky..... | 9 | 4 | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Tennessee..... | 19 | 4 | 1 | ... | 1 | ... | 14 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Alabama..... | 4 | 2 | 1 | ... | ... | ... | 12 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Mississippi..... | 1 | ... | ... | ... | ... | ... | 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Louisiana..... | 5 | 1 | 1 | ... | ... | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Texas..... | 8 | ... | 1 | ... | ... | ... | 4 | ... | 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| North Central Division: | | | | | | | | | | | | | | | | | | |
| Ohio..... | 30 | 15 | 2 | ... | ... | 1 | 36 | ... | 3 | ... | ... | ... | ... | ... | 1 | ... | 1 | ... |
| Indiana..... | 12 | 8 | ... | ... | ... | ... | 14 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Illinois..... | 22 | 3 | ... | ... | ... | ... | 11 | ... | 8 | 1 | 5 | ... | ... | ... | ... | ... | ... | ... |
| Michigan..... | 6 | 2 | ... | ... | ... | ... | 3 | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... |
| Wisconsin..... | 3 | 1 | ... | ... | ... | ... | 4 | ... | 3 | 2 | 2 | ... | ... | ... | ... | ... | ... | ... |
| Iowa..... | 25 | 11 | 1 | ... | 1 | ... | 18 | ... | 3 | ... | ... | 1 | 1 | 1 | ... | ... | ... | ... |
| Missouri..... | 4 | 5 | ... | ... | ... | ... | 12 | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| South Dakota..... | 3 | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Nebraska..... | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Kansas..... | 5 | 1 | 1 | ... | ... | ... | 9 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Western Division: | | | | | | | | | | | | | | | | | | |
| Colorado..... | 1 | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Utah..... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Washington..... | 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Oregon..... | ... | 1 | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| California..... | 3 | 1 | ... | 1 | ... | 2 | 3 | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |

II.—COLLEGES FOR WOMEN.

The classification of the institutions known as colleges for women has for a number of years received the earnest consideration of this office. The obstacles in the way of arriving at any definite classification are so serious and so numerous that but little progress has been made in this direction. These difficulties were fully explained in the Annual Report for 1886-'87, p. 642. At that time these institutions were divided into two classes, "the one including a small number of colleges organized upon the usual plan of the arts colleges; the other a large class of colleges and seminaries, most of which make provisions for a complete course of instruction, beginning at a very elementary stage and carrying pupils on to graduation." This classification, maintained since then, is, in a measure, unsatisfactory, but is retained at present for want of a better.

The following table contains the summarized statistics of the institutions of the first class:

TABLE 1.—*Summary of statistics of colleges for women for 1890-'91, Division A.*

| States. | Number of institutions. | Professors and instructors. | | | | | | Students. | | |
|------------------------------|-------------------------|-----------------------------|---------|-------------------------|---------|---------------|---------|--------------------------|-------------------------|-----------------------|
| | | Preparatory departments. | | Collegiate departments. | | Total number. | | Preparatory departments. | Collegiate departments. | Graduate departments. |
| | | Male. | Female. | Male. | Female. | Male. | Female. | | | |
| United States..... | 15 | 12 | 49 | 181 | 217 | 203 | 256 | 675 | 2,224 | 41 |
| North Atlantic Division..... | 12 | 0 | 19 | 155 | 191 | 173 | 215 | 218 | 2,093 | 40 |
| South Atlantic Division..... | 1 | 10 | 17 | 12 | 11 | 14 | 18 | 285 | 75 | 0 |
| North Central Division..... | 1 | 0 | 0 | 11 | 3 | 11 | 3 | 0 | 45 | 0 |
| Western Division..... | 1 | 2 | 13 | 3 | 12 | 5 | 20 | 172 | 11 | 1 |
| North Atlantic Division: | | | | | | | | | | |
| Massachusetts..... | 4 | 0 | 0 | 80 | 126 | 89 | 128 | 0 | 1,438 | 14 |
| New York..... | 6 | 0 | 16 | 36 | 56 | 44 | 72 | 200 | 506 | 15 |
| New Jersey..... | 1 | 0 | 3 | 23 | 1 | 24 | 7 | 18 | 22 | ..... |
| Pennsylvania..... | 1 | 0 | 0 | 16 | 8 | 16 | 8 | 0 | 127 | 11 |
| South Atlantic Division: | | | | | | | | | | |
| Maryland..... | 1 | 10 | 17 | 12 | 11 | 14 | 18 | 285 | 75 | 0 |
| North Central Division: | | | | | | | | | | |
| Ohio..... | 1 | 0 | 0 | 11 | 3 | 11 | 3 | 0 | 45 | 0 |
| Western Division: | | | | | | | | | | |
| California..... | 1 | 2 | 13 | 3 | 12 | 5 | 20 | 172 | 11 | 1 |

| States. | Other departments. | Total number. | Students. | | | | Number of bound volumes in libraries. | Benefactions. |
|------------------------------|--------------------|---------------|-------------------------------------|---------------|---------------|-----------------------------|---------------------------------------|---------------|
| | | | Number pursuing courses leading to— | | | Special or partial courses. | | |
| | | | A. B. degree. | B. S. degree. | B. L. degree. | | | |
| United States..... | 404 | 3,344 | 1,182 | 362 | 207 | 205 | 126,302 | \$549,480 |
| North Atlantic Division..... | 404 | 2,755 | 1,163 | 362 | 202 | 205 | 122,202 | 431,480 |
| South Atlantic Division..... | 0 | 360 | ..... | 0 | 0 | ..... | ..... | 20,000 |
| North Central Division..... | 0 | 45 | 17 | ..... | ..... | ..... | 100 | 75,000 |
| Western Division..... | 0 | 184 | 2 | 0 | 5 | 0 | 4,000 | 23,000 |
| North Atlantic Division: | | | | | | | | |
| Massachusetts..... | 265 | 1,717 | 646 | 348 | 188 | 132 | 61,873 | 48,039 |
| New York..... | 136 | 857 | 388 | 14 | 14 | 53 | 50,959 | 378,441 |
| New Jersey..... | 3 | 43 | 7 | ..... | ..... | 15 | ..... | ..... |
| Pennsylvania..... | 0 | 138 | 122 | 0 | 0 | 5 | 9,370 | 5,000 |
| South Atlantic Division: | | | | | | | | |
| Maryland..... | 0 | 360 | ..... | 0 | 0 | ..... | ..... | 20,000 |
| North Central Division: | | | | | | | | |
| Ohio..... | 0 | 45 | 17 | ..... | ..... | ..... | 100 | 75,000 |
| Western Division: | | | | | | | | |
| California..... | 0 | 184 | 2 | 0 | 5 | 0 | 4,000 | 23,000 |

The above table shows that the number of these institutions is at present 15, of which number 12 are included in the North Atlantic Division. It will also be seen that the proportion of preparatory students to the total number is very small in this section, but six of these institutions maintaining preparatory departments. The cause of higher education for women has been greatly strengthened by the action of a few of the older institutions of the North Atlantic Division in admitting women to their graduate departments.¹

¹ See pp. 814-15.

The summarized statistics of the institutions of the second division are presented in the following table:

TABLE 1.—*Summary of statistics of colleges for women for 1890-'91, Division B.*

| States. | Number of institutions. | Professors and instructors. | | | Students. | | | | | | |
|-------------------------------|-------------------------|-----------------------------|---------|--------|----------------------|--------------------------|-----------------------|-------------------------|-----------------------|--------------------|---------------|
| | | Male. | Female. | Total. | Primary departments. | Preparatory departments. | Academic departments. | Collegiate departments. | Graduate departments. | Other departments. | Total number. |
| United States | 152 | 371 | 1,405 | 1,776 | 1,850 | 3,603 | 2,562 | 9,755 | 97 | 890 | 21,080 |
| North Atlantic Division | 14 | 57 | 167 | 224 | 128 | 596 | 766 | 576 | 14 | 174 | 2,510 |
| South Atlantic Division | 49 | 144 | 431 | 557 | 444 | 917 | 432 | 3,596 | 38 | 138 | 6,680 |
| South Central Division | 59 | 107 | 500 | 607 | 1,020 | 1,478 | 1,026 | 4,242 | 30 | 174 | 9,024 |
| North Central Division | 28 | 63 | 281 | 344 | 226 | 574 | 286 | 1,321 | 13 | 404 | 3,322 |
| Western Division | 2 | 0 | 26 | 26 | 32 | 38 | 52 | 20 | 2 | ..... | 144 |
| North Atlantic Division: | | | | | | | | | | | |
| Maine | 2 | 13 | 9 | 22 | ..... | 72 | 318 | 95 | ..... | ..... | 485 |
| New Hampshire | 1 | 4 | 5 | 9 | ..... | ..... | ..... | ..... | ..... | ..... | 130 |
| Massachusetts | 1 | 9 | 22 | 31 | ..... | 0 | 16 | 53 | 1 | 92 | 162 |
| Connecticut | 1 | ..... | ..... | ..... | 60 | 41 | 38 | 14 | ..... | ..... | 160 |
| New York | 1 | 5 | 45 | 50 | 51 | 307 | 293 | 133 | 12 | ..... | 766 |
| New Jersey | 1 | 5 | 6 | 11 | ..... | ..... | 29 | ..... | ..... | ..... | 29 |
| Pennsylvania | 7 | 21 | 80 | 101 | 17 | 153 | 88 | 281 | 1 | 82 | 748 |
| South Atlantic Division: | | | | | | | | | | | |
| Maryland | 2 | 6 | 14 | 20 | ..... | 22 | ..... | 169 | 5 | 13 | 209 |
| Virginia | 17 | 56 | 166 | 222 | 163 | 243 | 170 | 1,150 | 15 | 66 | 2,212 |
| West Virginia | 1 | 1 | 2 | 3 | ..... | ..... | ..... | ..... | ..... | ..... | 35 |
| North Carolina | 12 | 28 | 98 | 126 | 89 | 208 | 121 | 554 | 1 | 9 | 1,427 |
| South Carolina | 7 | 21 | 53 | 74 | 123 | 167 | 40 | 670 | 3 | 47 | 1,050 |
| Georgia | 10 | 32 | 98 | 130 | 69 | 277 | 101 | 1,053 | 14 | 3 | 1,747 |
| South Central Division: | | | | | | | | | | | |
| Kentucky | 18 | 31 | 153 | 184 | 317 | 542 | 170 | 1,109 | 3 | 92 | 2,536 |
| Tennessee | 16 | 34 | 145 | 179 | 332 | 479 | 152 | 1,161 | 15 | 29 | 2,740 |
| Alabama | 8 | 9 | 69 | 78 | 135 | 129 | 122 | 758 | 9 | 39 | 1,302 |
| Mississippi | 12 | 20 | 86 | 106 | 178 | 202 | 368 | 795 | ..... | 14 | 1,632 |
| Louisiana | 2 | 4 | 13 | 17 | 20 | 43 | 25 | 138 | ..... | ..... | 226 |
| Texas | 3 | 9 | 34 | 43 | 38 | 83 | 189 | 231 | 3 | ..... | 594 |
| North Central Division: | | | | | | | | | | | |
| Ohio | 7 | 11 | 83 | 94 | 39 | 93 | 40 | 274 | 5 | 176 | 864 |
| Illinois | 5 | 13 | 66 | 79 | 6 | 146 | 120 | 163 | 1 | 129 | 705 |
| Wisconsin | 2 | 4 | 12 | 16 | ..... | 110 | ..... | 45 | ..... | ..... | 155 |
| Minnesota | 1 | 1 | 8 | 9 | ..... | 24 | ..... | 21 | ..... | ..... | 45 |
| Missouri | 11 | 34 | 89 | 123 | 155 | 175 | 126 | 701 | 7 | 36 | 1,321 |
| Kansas | 2 | 0 | 23 | 23 | 26 | 26 | ..... | 117 | ..... | 63 | 232 |
| Western Division: | | | | | | | | | | | |
| California | 2 | 0 | 26 | 26 | 32 | 38 | 52 | 20 | 2 | ..... | 144 |

Summary of statistics of colleges for women for 1890-'91, Division B—Continued.

| States. | Students. | | | | | | | | Number of graduates in 1890-91. | Number of volumes in libraries. | Benefactions. | |
|-------------------------------|-----------------------------------|--------------------|---------------------|---------------------|-------------------------|------------------------|--------|-------|------------------------------------|------------------------------------|---------------|----------------------------------|
| | Pursuing courses lead- ing to— | | | | | Pedagogical course. | Music. | Art. | | | | Special or par- tial courses. |
| | A. B. de- gree. | B. S. de- gree. | Ph. B. de- gree. | M. E. L. degree. | Other first degrees. | | | | | | | |
| United States | 2,229 | 503 | 73 | 849 | 368 | 386 | 9,501 | 2,974 | 1,275 | 1,476 | 196,881 | \$176,405 |
| North Atlantic Division | 179 | ..... | ..... | 13 | 28 | 58 | 1,422 | 202 | 127 | 189 | 35,200 | 13,425 |
| South Atlantic Division | 816 | 81 | ..... | 150 | 123 | 37 | 3,280 | 1,027 | 477 | 489 | 46,643 | 98,075 |
| South Central Division | 879 | 336 | 64 | 640 | 48 | 210 | 3,341 | 1,185 | 333 | 616 | 63,588 | 22,600 |
| North Central Division | 350 | 82 | 5 | 43 | 169 | 75 | 1,360 | 482 | 276 | 172 | 45,450 | 42,305 |
| Western Division | 5 | 4 | 4 | 3 | ..... | 6 | 98 | 78 | 12 | 10 | 6,000 | ..... |
| North Atlantic Division: | | | | | | | | | | | | |
| Maine | 15 | ..... | ..... | 25 | 54 | 110 | 39 | 8 | 67 | 7,200 | 200 | ..... |
| New Hampshire ..... | ..... | ..... | ..... | 3 | 3 | 28 | 13 | 83 | 30 | 2,000 | 10,000 | ..... |
| Massachusetts ..... | ..... | ..... | ..... | ..... | ..... | 110 | 14 | ..... | 14 | 1,800 | 0 | ..... |
| Connecticut ..... | ..... | ..... | ..... | ..... | ..... | 60 | ..... | ..... | 4 | 1,000 | ..... | ..... |
| New York | 0 | 0 | 0 | 0 | 0 | 4 | 796 | 60 | 19 | 30 | 5,700 | 3,225 |
| New Jersey | 0 | 0 | 0 | 0 | 0 | ..... | 26 | 5 | ..... | 1,000 | ..... | ..... |
| Pennsylvania | 164 | ..... | ..... | 10 | ..... | 292 | 71 | 17 | 44 | 16,500 | ..... | ..... |
| South Atlantic Division: | | | | | | | | | | | | |
| Maryland ..... | ..... | ..... | ..... | 9 | ..... | 135 | 59 | 12 | 28 | 2,200 | ..... | ..... |
| Virginia | 45 | 26 | ..... | 85 | 91 | 1,161 | 350 | 147 | 113 | 18,200 | 95,600 | ..... |
| West Virginia ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| North Carolina | 129 | 50 | ..... | 19 | 4 | 743 | 236 | 217 | 117 | 8,725 | 2,125 | ..... |
| South Carolina | 152 | ..... | ..... | 14 | 1 | 355 | 124 | 5 | 70 | 4,750 | ..... | ..... |
| Georgia | 400 | 5 | ..... | 42 | 12 | 33 | 886 | 278 | 96 | 161 | 12,768 | 350 |
| South Central Division: | | | | | | | | | | | | |
| Kentucky | 351 | 118 | ..... | 134 | ..... | 34 | 812 | 271 | 156 | 117 | 13,050 | 1,100 |
| Tennessee | 220 | 54 | ..... | 49 | 18 | 51 | 1,016 | 315 | 81 | 180 | 10,840 | 12,600 |
| Alabama | 167 | ..... | ..... | 169 | 30 | 70 | 566 | 183 | 47 | 175 | 14,498 | 1,000 |
| Mississippi | 131 | 44 | 64 | 253 | ..... | 55 | 589 | 337 | 91 | 85 | 8,600 | 4,400 |
| Louisiana | 6 | 20 | ..... | 10 | ..... | ..... | 48 | 6 | 8 | 17 | 2,200 | 3,500 |
| Texas | 64 | 100 | ..... | 25 | ..... | ..... | 310 | 73 | ..... | 42 | 14,400 | ..... |
| North Central Division: | | | | | | | | | | | | |
| Ohio | 79 | 44 | 5 | ..... | 73 | ..... | 244 | 160 | 127 | 56 | 12,100 | 33,055 |
| Illinois | 22 | ..... | ..... | ..... | 6 | 75 | 339 | 75 | 72 | 34 | 15,997 | ..... |
| Wisconsin | 13 | 3 | ..... | ..... | ..... | ..... | 26 | 14 | ..... | ..... | 5,000 | 250 |
| Minnesota | 3 | 18 | ..... | ..... | ..... | ..... | 24 | ..... | ..... | 4 | 1,028 | 1,500 |
| Missouri | 203 | 17 | ..... | 43 | 90 | ..... | 591 | 185 | 55 | 72 | 9,825 | 5,000 |
| Kansas | 30 | ..... | ..... | ..... | ..... | ..... | 136 | 48 | 22 | 6 | 1,500 | 2,500 |
| Western Division: | | | | | | | | | | | | |
| California | 5 | 4 | 4 | 3 | ..... | 6 | 98 | 78 | 12 | 10 | 6,000 | ..... |

The foregoing table includes the statistics of 152 institutions, 108 of which are in Southern States, while in the North, especially the north central and western sections where coeducation has a firm hold, the number of colleges for women is comparatively small.

Comparing the statistics of these two classes of institutions we find that while the average number of professors to an institution in the first class is 30, in the second class it is only 11. In the same way, the average number of students to a professor in the first class is 7, while in the second class it is 12. In the latter class we also find that the proportion of male instructors is very small.

Another interesting point to be observed relates to the matter of benefactions. Comparing this item in the two tables it will be seen that while the institutions in the first division number less than one-tenth of those in the second division, the amount of the benefactions received by the first division is more than three times the amount received by the second division. This may perhaps be due to the fact that a large number of the institutions in the second division are purely private property and are carried on for what the proprietors can make out of them.

The following table gives the degrees conferred by the several colleges for women. As will be seen, the number of honorary degrees is comparatively small, the total number, 14, being conferred by two institutions.

TABLE 3.—Number of degrees conferred by colleges for women in 1890-'91.

| States. | On examination. | | | | | | | | | | | | | Honorary. | | | |
|------------------------------|-----------------|-------|-------|-------|-------|-------|----------|----------|-------|-------|--------|---------|-----------------------|-----------|--------|---------|--------|
| | A. B. | A. M. | B. S. | M. S. | B. L. | M. L. | M. E. L. | M. L. A. | L. A. | L. S. | Ph. D. | Mus. B. | Bachelor of painting. | A. M. | Sc. D. | Lit. D. | Ph. D. |
| United States..... | 540 | 98 | 123 | 1 | 23 | 8 | 317 | 11 | 1 | 1 | 1 | 116 | 15 | 11 | 1 | 1 | 1 |
| North Atlantic Division..... | 219 | 10 | 56 | ... | 26 | ... | 12 | 3 | 1 | 1 | 1 | 6 | ... | 11 | 1 | 1 | 1 |
| South Atlantic Division..... | 161 | 2 | 15 | ... | ... | 8 | 32 | ... | ... | ... | ... | 37 | 5 | ... | ... | ... | ... |
| North Central Division..... | 122 | 71 | 42 | 1 | ... | ... | 238 | ... | ... | ... | ... | 40 | 6 | ... | ... | ... | ... |
| Western Division..... | 36 | 15 | 10 | ... | ... | ... | 35 | 8 | ... | ... | ... | 33 | 4 | ... | ... | ... | ... |
| | 2 | ... | ... | ... | 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| North Atlantic Division: | | | | | | | | | | | | | | | | | |
| Maine..... | 6 | ... | ... | ... | ... | ... | ... | ... | 1 | 1 | ... | 2 | ... | 11 | ... | ... | ... |
| New Hampshire..... | ... | ... | ... | ... | ... | ... | 3 | 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Massachusetts..... | 125 | 6 | 53 | ... | 26 | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... |
| New York..... | 53 | 3 | 1 | ... | ... | ... | ... | ... | ... | ... | 1 | 1 | ... | ... | 1 | 1 | 1 |
| Pennsylvania..... | 32 | 1 | 2 | ... | ... | ... | 9 | ... | ... | ... | 1 | 2 | ... | ... | ... | ... | ... |
| South Atlantic Division: | | | | | | | | | | | | | | | | | |
| Maryland..... | ... | ... | ... | ... | ... | ... | 9 | ... | ... | ... | ... | 1 | 1 | ... | ... | ... | ... |
| Virginia..... | 21 | 2 | 6 | ... | ... | ... | 3 | ... | ... | ... | ... | 10 | 1 | ... | ... | ... | ... |
| North Carolina..... | 8 | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | 9 | ... | ... | ... | ... | ... |
| South Carolina..... | 39 | ... | ... | ... | ... | ... | 19 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Georgia..... | 93 | ... | 9 | ... | ... | 8 | ... | ... | ... | ... | ... | 17 | 3 | ... | ... | ... | ... |
| South Central Division: | | | | | | | | | | | | | | | | | |
| Kentucky..... | 45 | 4 | 7 | 1 | ... | ... | 13 | ... | ... | ... | ... | 4 | ... | ... | ... | ... | ... |
| Tennessee..... | 24 | 37 | 14 | ... | ... | ... | 79 | ... | ... | ... | ... | 15 | 1 | ... | ... | ... | ... |
| Alabama..... | 36 | 27 | ... | ... | ... | ... | 91 | ... | ... | ... | ... | 15 | 5 | ... | ... | ... | ... |
| Mississippi..... | 12 | ... | 8 | ... | ... | ... | 51 | ... | ... | ... | ... | 6 | ... | ... | ... | ... | ... |
| Louisiana..... | ... | 1 | 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Texas..... | 5 | 2 | 9 | ... | ... | ... | 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| North Central Division: | | | | | | | | | | | | | | | | | |
| Ohio..... | 17 | 4 | 1 | ... | ... | ... | 9 | ... | ... | ... | ... | 8 | ... | ... | ... | ... | ... |
| Illinois..... | 9 | ... | ... | ... | ... | ... | 5 | 8 | ... | ... | ... | 2 | 1 | ... | ... | ... | ... |
| Minnesota..... | ... | ... | 3 | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... |
| Missouri..... | 6 | 11 | 6 | ... | ... | ... | 21 | ... | ... | ... | ... | 22 | 3 | ... | ... | ... | ... |
| Kansas..... | 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Western Division: | | | | | | | | | | | | | | | | | |
| California..... | 2 | ... | ... | ... | 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |

III.—SCHOLARSHIPS.

A scholarship, as defined by Webster, is a foundation for the support of a student, or maintenance for a scholar. The income from scholarships depends entirely upon the amount of the principal invested for this special purpose, and in a majority of cases covers merely what is known as the tuition fee. In other cases the income is considerably greater, and very often is sufficient to defray all expenses while at college.

The plan of founding scholarships usually adopted is to bequeath or set aside a certain sum or sums of money, only the income of which is to be paid to the person or persons who become the holders of the scholarships.

It is often demanded as a condition for obtaining the scholarships that the applicants shall be indigent and unable without this assistance to pursue a college course. This condition has been objected to by a number of writers on this subject, prominent among them being ex-President J. L. Pickard, of the State University of Iowa. This gentleman, at the meeting of the National Educational Association, in July, 1890, read a paper on scholarships, in which he said:

"Scholarships have been devised as a means whereby the best talent may be encouraged in pursuit of an education. To the system as practiced there are some serious objections.

"(1) They are in the wrong hands. They are under the control of men who have no opportunity of selecting from the mass the most promising youth, but who must make their selection from those who present themselves as candidates for assistance. This class of candidates may be of the very best material. The chances are, however, that very many will be found among them whose only ambition is to secure an easier place than that assigned them by fortune. The same amount of money controlled by those who know more of the native energy of the young man before he becomes an applicant for help, by those who are seeking the material fit for molding, and who will give just enough encouragement to secure on the part of the beneficiary the best effort of which he is capable, will do far more good than the alluring

baits held out before young men who are watching, not working, for better place. If the men who endow scholarships would select their own beneficiaries there would be a better use of the money given in many instances.

"(2) They are designated as helps to indigent students, so that the recipients are at once set over by themselves as a distinct class. To a young man of spirit there is much that is repulsive in such a classification. If by his own efforts he is securing an education he is respected. Many a young man desirous of social standing attempts to conceal the fact that he is supported by trust funds, and, unable to conceal it, he would make it appear that he is not at all dependent upon them, and expends upon luxuries what he receives for his necessities.

"(3) The considerations already adduced lead naturally to this, that scholarships as ordinarily administered do not secure the end sought. They do not bring out the talent which poverty keeps latent. They do bring forth those who will ever be dependent. Most strenuous efforts have been made in the direction of aid to professional students of one class. No profession shows a larger proportion of impractical men. Freed from the cares of life during the period of preparation, they have failed to receive the training which acquaintance with practical affairs gives one who is compelled to meet and conquer difficulties as he earns his own living."

To remedy these defects the same writer suggested:

"(1) Let wealthy men who desire to aid worthy students select their own beneficiaries.

"(2.) Let the mark of indigence be taken from the recipients of scholarships already established by throwing them open to competition. There need be no fear that the most needy will not take the largest share of the benefits, and

"(3) Not *poverty* but *pluck* will win the coveted aid, and the recipient will not be a dependent upon the bounty of another, but will receive the wages he has fairly earned."

The number of scholarships and loan funds is constantly increasing. An attempt has been made to collect statistics on this subject, and the data, though not complete, are as follows:

| | Amount available for— | | | Total amount. |
|-------------------------------------|-----------------------|----------|-------------------|---------------|
| | Males. | Females. | Males or females. | |
| Undergraduate scholarships..... | \$196,748 | \$17,510 | \$91,629 | \$305,887 |
| General funds (undergraduate) | 89,245 | 23,922 | 28,385 | 141,552 |
| Fellowships | 71,214 | 2,300 | 14,950 | 88,464 |
| Graduate scholarships..... | 23,660 | ..... | 1,200 | 24,860 |
| Total | 380,867 | 43,732 | 136,164 | 560,763 |

The detailed information is given in the following tables. Besides the institutions included in these tables, a large number of the State universities do not charge tuition, especially for students from their own States. If the tuition thus made free was included in the preceding summary, the amounts would be considerably larger than thus appears:

TABLE 1.—Number of scholarships with the annual income from each, available to undergraduate males, females, or both sexes, in the colleges and universities of the United States.

| Number. | Name of institution. | For males. | | For females. | | For males or females. | |
|---------|---|------------|--------------------------|--------------|--------------------------|-----------------------|--------------------------|
| | | Number. | Annual income from each. | Number. | Annual income from each. | Number. | Annual income from each. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | La Fayette (Ala.) College..... | 1 | \$300 | 5 | \$300 | 1 | \$40 |
| 2 | University of California, Berkeley, Cal | | | 4 | 175 | | |
| | | | | 1 | 150 | | |
| 3 | Mills College (Cal.)..... | | | 6 | 200 | | |
| | | | | 1 | 250 | | |
| | | | | 1 | 225 | | |

TABLE 1.—Number of scholarships, with the annual income from each, etc.—Continued.

| Number. | Name of institution. | For males. | | For females. | | For males or females. | |
|---------|--|------------|--------------------------|--------------|--------------------------|-----------------------|--------------------------|
| | | Number. | Annual income from each. | Number. | Annual income from each. | Number. | Annual income from each. |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 |
| 4 | California College, Oakland, Cal | | | | | 2 | \$600 |
| 5 | Colorado College, Colorado Springs, Colo | | | | | 1 | 140 |
| 6 | Trinity College, Hartford, Conn | 1 | \$325 | | | | |
| | | 1 | 150 | | | | |
| | | 3 | 60 | | | | |
| | | 4 | 30 | | | | |
| | | 35 | 100 | | | | |
| 7 | Wesleyan University, Middletown, Conn..... | 10 | a177 | | | | |
| | | 1 | 100 | | | | |
| | | 2 | 800 | | | 48 | b 04 |
| | | 1 | 400 | | | 200 | 75 |
| | | 1 | 300 | | | | |
| 8 | Yale University, New Haven, Conn..... | 7 | 125 | | | | |
| | | 81 | 115 | | | | |
| | | 13 | 100 | | | | |
| | | 2 | 75 | | | | |
| | | 27 | 60 | | | | |
| 9 | John B. Stetson University, De Land, Fla..... | 23 | 50 | | | | |
| | | 2 | 35 | | | | |
| | | 3 | 25 | | | | |
| 10 | Northwestern University, Evanston, Ill..... | | | 1 | \$53 | 2 | 180 |
| 11 | Lombard University, Galesburg, Ill..... | | | | | 1 | 53 |
| 12 | Illinois College, Jacksonville, Ill..... | | | | | 15 | 69 |
| 13 | Lake Forest (Ill.) University | 8 | 45 | | | | |
| | | 2 | 36 | | | | |
| | | | | | | 1 | 300 |
| 14 | Shurtleff College, Upper Alton, Ill | 4 | 90 | | | 1 | 90 |
| | | 1 | 60 | 1 | 60 | 1 | 72 |
| | | | | | | 2 | 30 |
| | | | | | | 1 | 5 |
| 15 | Wheaton (Illinois) College | 6 | 36 | | | | |
| 16 | Moore's Hill (Indiana) College | 13 | 18 | | | | |
| 17 | Earlham College, Richmond, Ind | | | | | 2 | 50 |
| 18 | Coe College, Cedar Rapids, Iowa | | | | | 108 | 30 |
| 19 | Griswold College, Davenport, Iowa..... | | | | | 25 | 65 |
| 20 | Des Moines (Iowa) College..... | 1 | 300 | | | 6 | 37 |
| 21 | Parsons College, Fairfield, Iowa..... | | | | | 8 | 70 |
| 22 | Iowa College, Grinnell, Iowa | | | | | 44 | 35 |
| 23 | Lenox College, Hopkinton, Iowa..... | 3 | 35 | 26 | 35 | 14 | 38 |
| 24 | Cornell College, Mt. Vernon, Iowa..... | 10 | 36 | 3 | 36 | 5 | 35 |
| 25 | Tabor (Iowa) College..... | | | | | 3 | 30 |
| 26 | Western College, Toledo, Iowa | | | | | 100 | 16 |
| 27 | Highland (Kansas) University..... | | | | | 7 | 28 |
| 28 | Berea (Kentucky) College..... | | | | | 37 | 25 |
| 29 | Ogden College, Bowling Green, Ky..... | | | | | 1 | 35 |
| 30 | Centre College, Danville, Ky..... | | | | | 73 | 9 |
| 31 | Georgetown (Kentucky) College | 100 | 20 | | | | |
| 32 | Central University, Richmond, Ky..... | 49 | 50 | | | | |
| 33 | Bethel College, Russellville, Ky..... | 5 | 50 | | | | |
| 34 | Tulane University, New Orleans, La..... | 82 | 69 | | | | |
| 35 | Bowdoin College, Brunswick, Me..... | 40 | 55 | | | | |
| | | 124 | 89 | | | | |
| | | 3 | 100 | | | | |
| | | 4 | 75 | | | | |
| | | 25 | a55 | | | | |
| 36 | Batcs College, Lewiston, Me..... | 3 | a110 | | | | |
| | | 2 | a137 | | | | |
| | | 22 | a75 | | | | |
| 37 | Colby University, Waterville, Me..... | 1 | 36 | | | | |
| 38 | St. John's College, Annapolis, Md..... | | | | | 39 | 36 |
| | | 26 | 200 | | | 30 | 69 |
| | | 15 | 75 | | | 40 | 36 |
| 39 | Johns Hopkins University, Baltimore, Md..... | 6 | 225 | | | | |
| | | 11 | 125 | | | | |

a Estimated.

b Average income.

TABLE 1.—Number of scholarships, with the annual income from each, etc.—Continued.

| Number. | Name of institution. | For males. | | For females. | | For males or females. | |
|---------|---|------------|--------------------------|--------------|--------------------------|-----------------------|--------------------------|
| | | Number. | Annual income from each. | Number. | Annual income from each. | Number. | Annual income from each. |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 |
| 40 | Woman's College of Baltimore (Maryland)..... | | | 17 | \$100 | | |
| 41 | St. Charles College, Ellicott City, Md..... | 5 | \$180 | 1 | 150 | | |
| 42 | Western Maryland College, Westminster, Md..... | | | | | 26 | \$200 |
| | | | | | | 26 | 45 |
| | | 3 | 140 | | | | |
| | | 1 | 100 | | | | |
| 43 | Amherst (Massachusetts) College..... | 1 | 75 | | | | |
| | | 2 | 70 | | | | |
| | | 3 | 45 | | | | |
| | | 3 | 40 | | | | |
| 44 | Boston (Massachusetts) College..... | 40 | 60 | | | | |
| 45 | Boston (Massachusetts) University..... | 123 | 100 | 32 | 100 | 51 | 100 |
| 46 | Harvard Annex, Cambridge, Mass..... | 3 | 50 | 1 | 200 | | |
| | | 2 | 60 | | | | |
| | | 2 | 75 | | | | |
| | | 1 | 80 | | | | |
| | | 3 | 90 | | | | |
| | | a 3 | 100 | | | | |
| | | b 2 | 120 | | | | |
| | | b 2 | 125 | | | | |
| 47 | Harvard University, Cambridge, Mass..... | b 2 | 140 | | | | |
| | | c 33 | 150 | | | | |
| | | b 4 | 160 | | | | |
| | | d 26 | 200 | | | | |
| | | 27 | 250 | | | | |
| | | e 33 | 300 | | | | |
| | | 6 | 325 | | | | |
| | | 1 | 400 | | | | |
| | | | | 1 | 300 | | |
| 48 | Mount Holyoke Seminary and College, South Hadley, Mass..... | | | 1 | 333 | | |
| | | | | 1 | 335 | | |
| | | | | 1 | 296 | | |
| | | | | 1 | 200 | | |
| | | | | 1 | 70 | | |
| | | | | 2 | 50 | | |
| 49 | French Protestant College, Springfield, Mass..... | 1 | 90 | | | | |
| | | 1 | 25 | | | | |
| 50 | Tufts College, Mass..... | 48 | 100 | | | | |
| | | 4 | 50 | | | | |
| 51 | College of the Holy Cross, Worcester, Mass..... | 3 | 60 | | | | |
| 52 | Macalester College, St. Paul, Minn..... | 7 | 50 | | | | |
| 53 | University of Mississippi, University, Miss..... | 5 | 250 | | | | |
| 54 | University of the State of Missouri, Columbus, Mo..... | 4 | 50 | | | 2 | 50 |
| 55 | Ozark College, Greenfield, Mo..... | | | | | 23 | 10 |
| 56 | William Jewell College, Liberty, Mo..... | 6 | 40 | | | | |
| 57 | Park College, Parkville, Mo..... | | | | | 28 | 75 |
| 58 | Washington University, St. Louis, Mo..... | 6 | 80 | | | | |
| | | | | | | 24 | 150 |
| 59 | Central Wesleyan College, Warrenton, Mo..... | | | | | 2 | 90 |
| | | | | | | 1 | 80 |
| | | | | | | 31 | 50 |
| 60 | Gates College, Neligh, Nebr..... | | | | | 2 | 80 |
| 61 | Dartmouth College, Hanover, N. H..... | 100 | 70 | | | | |
| 62 | College of New Jersey (Princeton)..... | 90 | 100 | | | | |
| 63 | St. Bonaventure's College, Allegany, N. Y..... | 12 | 200 | | | | |
| 64 | St. Stephen's College, Annandale, N. Y..... | 1 | 225 | | | | |
| | | 1 | 125 | | | | |
| 65 | St. Lawrence University, Canton, N. Y..... | | | | | 33 | 45 |
| | | | | | | 9 | 60 |
| 66 | St. John's College, Fordham, N. Y..... | 1 | f 300 | | | | |
| | | 21 | 150 | | | | |
| | | 3 | 100 | | | | |
| 67 | Hobart College, Geneva, N. Y..... | 2 | 50 | | | | |
| | | 1 | 280 | | | | |
| | | 1 | 175 | | | | |

a 1 in divinity school.

b In divinity school.

c 4 in law school.

d 4 in medical school.

e 1 in medical school.

f Estimated.

TABLE 1.—Number of scholarships, with the annual income from each, etc.—Continued.

| Number. | Name of institution. | For males. | | For females. | | For males or females. | |
|---------|---|------------------------------|------------------------------------|----------------------------|--|-----------------------------|--|
| | | Number. | Annual income from each. | Number. | Annual income from each. | Number. | Annual income from each. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 68 | Colgate University, Hamilton, N. Y | 26 21 1 4 1 1 | \$30 90 72 60 54 50 | | | | |
| 69 | Cornell University, Ithaca, N. Y | | | | | 36 | \$200 |
| 70 | Barnard College, New York City | | | 1 | \$150 | | |
| 71 | College of St. Francis Xavier, New York City | 21 | 62 | | | | |
| 72 | Columbia College, New York City | 14 | 100 | | | | |
| 73 | University of the City of New York, New York City } | 1 | a300 | | | | |
| 74 | Niagara University (New York) | 19 4 | a100 200 | | | | |
| 75 | Vassar College Poughkeepsie, N. Y | | | 1 2 2 1 1 1 | 420 400 360 180 300 480 50 | | |
| 76 | University of Rochester (New York) | 10 70 2 | 60 75 300 | | | | |
| 77 | Union University, Schenectady, N. Y | 3 8 | 200 150 | | | | |
| 78 | Syracuse (New York) University | | | | | 31 | 70 |
| 79 | University of North Carolina, Chapel Hill, N. C | 12 1 1 | 60 240 120 | | | | |
| 80 | Davidson College, North Carolina | 2 3 | 80 40 | | | | |
| 81 | Rutherford College (North Carolina) | | | | | 96 | a40 |
| 82 | Trinity College (North Carolina) | 4 | 25 | | | | |
| 83 | Fargo (North Dakota) College | | | | | 2 | 200 |
| 84 | Buchtel College, Akron, Ohio | | | | | 50 | a50 |
| 85 | Findlay (Ohio) College | | | | | 1 9 | 60 30 |
| 86 | Kenyon College, Gambier, Ohio | 1 4 1 1 2 | 245 100 93 78 70 | | | | |
| 87 | Marietta (Ohio) College | 45 | 45 | | | | |
| 88 | Urbana (Ohio) University | | | | | 1 1 1 2 1 40 | 70 42 100 70 51 50 30 a30 |
| 89 | Wilberforce (Ohio) University | | | | | | |
| 90 | University of Wooster (Ohio) | | | | | | |
| 91 | Muhlenberg College, Allentown, Pa | 30 | 50 | | | | |
| 92 | Bryn Mawr (Pennsylvania) College | | | 12 | 200 | | |
| 93 | Ursinus College, Collegeville, Pa | | | | | 12 | 48 |
| 94 | Thiel College, Greenville, Pa | | | | | 42 | 30 |
| 95 | Haverford College (Pennsylvania) | 3 2 1 | 300 200 220 | | | | |
| 96 | Bucknell University, Lewisburg, Pa | 20 | 50 | | | 5 | 50 |
| 97 | Allegheny College, Meadville, Pa | | | | | 16 | 36 |
| 98 | Central Pennsylvania College, New Berlin, Pa | | | | | 1 | 48 |
| 99 | University of Pennsylvania, Philadelphia, Pa | 53 5 4 | 150 100 113 | | | | |
| 100 | Washington (Pennsylvania) and Jefferson College | 1 1 | 75 60 | | | | |

a Estimated.

TABLE 1.—*Number of scholarships, with the annual income from each, etc.*—Continued.

| Number. | Name of institution, | For males. | | For females. | | For males or females. | |
|---------|---|------------|--------------------------|--------------|--------------------------|-----------------------|--------------------------|
| | | Number. | Annual income from each. | Number. | Annual income from each. | Number. | Annual income from each. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 101 | Brown University, Providence, R. I. | 64 | \$50 | | | | |
| | | 1 | 200 | | | | |
| | | 1 | 250 | | | | |
| | | 1 | 190 | | | | |
| | | 1 | 75 | | | | |
| | | 3 | 100 | | | | |
| 102 | Presbyterian College of (Clinton) South Carolina... | 5 | 50 | | | 3 | \$50 |
| 103 | South Carolina College, Columbia, S. C. | 1 | 175 | | | | |
| 104 | Ersline College, Due West, S. C. | 2 | 70 | | | | |
| 105 | Newberry (South Carolina) College | 2 | 70 | | | | |
| 106 | Redfield (South Dakota) College | 2 | 140 | | | 28 | 30 |
| 107 | Yankton (South Dakota) College | 2 | 75 | | | 1 | 60 |
| 108 | Southwestern Presbyterian University, Clarksville, Tenn. | 2 | 80 | | | | |
| | | 3 | a 50 | | | | |
| 109 | Knoxville (Tennessee) College | | | | | 10 | 50 |
| | | | | | | 16 | 30 |
| 110 | Maryville (Tennessee) College | | | | | 1 | 90 |
| | | | | | | 1 | 60 |
| 111 | Central Tennessee College, Nashville, Tenn. | | | | | 2 | 30 |
| 112 | Fisk University, Nashville, Tenn. | | | | | 7 | 60 |
| | | | | | | 4 | 150 |
| | | | | | | 1 | 100 |
| | | | | | | 8 | 50 |
| 113 | Vanderbilt University, Nashville, Tenn. | b 18 | 100 | | | 4 | 65 |
| | | | | | | 1 | 70 |
| | | | | | | 1 | 300 |
| | | | | | | 4 | 250 |
| | | | | | | 1 | 120 |
| 114 | University of the South, Sewanee, Tenn. | 5 | 300 | | | | |
| 115 | University of Vermont, Burlington, Vt. | 13 | 60 | 1 | \$60 | 23 | 60 |
| 116 | Middlebury (Vermont) College | 65 | 45 | | | 30 | 80 |
| | | | | | | 5 | 60 |
| 117 | University of Virginia, Charlottesville, Va. | 1 | 300 | | | | |
| | | 2 | 250 | | | | |
| | | 1 | 120 | | | | |
| 118 | Hampden-Sidney (Virginia) College | 1 | 300 | | | | |
| | | 12 | 60 | | | | |
| 119 | Washington and Lee University, Lexington, Va. | 4 | 300 | | | | |
| | | 12 | 75 | | | | |
| 120 | Richmond (Virginia) College | 30 | 70 | | | | |
| 121 | Roanoke College, Salem, Va. | 1 | 60 | | | | |
| 122 | Whitman College, Walla Walla, Wash. | | | | | 8 | 50 |
| 123 | Lawrence University, Appleton, Wis. | | | | | 3 | 200 |
| 124 | Beloit (Wisconsin) College | 40 | 35 | | | | |
| 125 | University of Wisconsin, Madison, Wis. | | | | | 1 | 250 |
| | | | | | | 10 | 35 |
| 126 | Marquette College, Milwaukee, Wis. | 10 | 60 | | | | |
| 127 | Ripon (Wisconsin) College | 2 | 60 | | | | |
| | | 1 | 30 | | | | |

a Estimated.

b Biblical department.

TABLE 2.—*Annual income from general scholarship funds available to undergraduate males, females, or both sexes, in the universities and colleges of the United States.*

| Number. | Institutions. | Income from funds available to— | | |
|---------|--|---------------------------------|----------|-------------------|
| | | Males. | Females. | Males or females. |
| 1 | | 2 | 3 | 4 |
| 1 | University of Denver (Colorado) | | | \$1,320 |
| 2 | Yale University, New Haven, Conn. | \$9,350 | | |
| 3 | University of Georgia, Athens, Ga. | a3,000 | | |
| 4 | Atlanta (Georgia) University | | | 1,141 |
| 5 | German-English College, Galena, Ill. | | | 420 |
| 6 | Lake Forest (Illinois) University | 300 | | |
| 7 | Shurtleff College, Upper Alton, Ill. | | | 910 |
| 8 | Wabash College, Crawfordsville, Ind. | 3,000 | | |
| 9 | Drake University, Des Moines, Iowa. | | | 7,000 |
| 10 | Oskaloosa (Iowa) College | | | 100 |
| 11 | Penn College, Oskaloosa, Iowa. | | | a60 |
| 12 | Washburn College, Topeka, Kans. | | | 1,100 |
| 13 | Amherst (Massachusetts) College | a9,070 | | |
| 14 | Boston (Massachusetts) University | | | 3,065 |
| 15 | Harvard University, Cambridge, Mass. | 25,000 | | |
| 16 | Smith College, Northampton, Mass. | | \$9,100 | |
| 17 | Tufts College (Massachusetts) | 250 | | |
| 18 | Wellesley (Massachusetts) College | | 7,500 | |
| 19 | Williams College, Williamstown, Mass. | 9,000 | | |
| 20 | Carleton College, Northfield, Minn. | | | 1,800 |
| 21 | University of Missouri, Columbia, Mo. | | | 1,600 |
| 22 | Central College, Fayette, Mo. | 400 | | |
| 23 | University of Omaha (Nebraska) | | | 205 |
| 24 | Doane College, Crete, Nebr. | | | 136 |
| 25 | St. Stephen's College, Annandale, N. Y. | 6,000 | | |
| 26 | Hamilton College, Clinton, N. Y. | a2,375 | | |
| 27 | Elmira (New York) College | | 1,500 | |
| 28 | Vassar College, Poughkeepsie, N. Y. | | 5,822 | |
| 29 | Union University, Schenectady, N. Y. | a3,000 | | |
| 30 | Buechel College, Akron, Ohio | | | 1,718 |
| 31 | Oberlin (Ohio) College | | | a2,580 |
| 32 | Pacific University, Forest Grove, Oregon. | | | 400 |
| 33 | Haverford College (Pennsylvania) | 7,000 | | |
| 34 | Brown University, Providence, R. I. | 2,500 | | |
| 35 | Fisk University, Nashville, Tenn. | | | 3,000 |
| 36 | Hampden-Sidney (Virginia) College | 7,500 | | |
| 37 | Richmond (Virginia) College | 1,500 | | |
| 38 | Lawrence University, Appleton, Wis. | | | 1,200 |
| 39 | Ripon (Wisconsin) College | | | 540 |
| | Total | 89,245 | 23,922 | 23,385 |

a Estimated.

TABLE 3.—Number of fellowships and scholarships, with the annual income from each, available to graduate students in the universities and colleges of the United States.

| Number. | Institutions. | Males. | | Females. | | Males or females. | |
|----------------------------|--|---------|--------------------------|----------|--------------------------|-------------------|--------------------------|
| | | Number. | Annual income from each. | Number. | Annual income from each. | Number. | Annual income from each. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| I. FELLOWSHIPS. | | | | | | | |
| 1 | University of California, Berkeley, Cal | | | | | 1 | \$500 |
| | | | | | | 3 | 600 |
| 2 | Yale University, New Haven, Conn..... | 4 | \$600 | | | | |
| | | 1 | 500 | | | | |
| | | 1 | 416 | | | | |
| 3 | University of Illinois, Champaign, Ill | | | | | 4 | 400 |
| 4 | Johns Hopkins University, Baltimore, Md..... | 20 | 500 | | | | |
| | | 1 | a600 | | | | |
| | | 1 | 300 | | | | |
| 5 | Amherst (Massachusetts) College..... | 1 | 250 | | | | |
| 6 | Boston (Massachusetts) University | 2 | 500 | | | | |
| | | 3 | 450 | | | | |
| | | 11 | 500 | | | | |
| | | 1 | 550 | | | | |
| 7 | Harvard University, Cambridge, Mass..... | 4 | 700 | | | | |
| | | 2 | 750 | | | | |
| | | 3 | 250 | | | | |
| | | 10 | 600 | | | | |
| 8 | Clark University, Worcester, Mass | 10 | 400 | | | | |
| | | 10 | 200 | | | | |
| 9 | University of Michigan, Ann Arbor, Mich..... | | | | | 1 | 500 |
| 10 | University of Minnesota, Minneapolis, Minn | | | | | 3 | 250 |
| 11 | University of Mississippi, University, Miss | 5 | 6400 | | | | |
| | | 5 | 600 | | | | |
| | | 3 | 500 | | | | |
| 12 | College of New Jersey, Princeton, N. J..... | 4 | 400 | | | | |
| | | 1 | 200 | | | | |
| 13 | Cornell University, Ithaca N. Y..... | | | | | 12 | 400 |
| | | | | | | 2 | 500 |
| | | 4 | 250 | | | | |
| | | 1 | 648 | | | | |
| 14 | Columbia College, New York City | 1 | 1,300 | | | | |
| | | 2 | 1,000 | | | | |
| | | 19 | 500 | | | | |
| 15 | University of the City of New York..... | 3 | 300 | | | | |
| 16 | Bryn Mawr (Pennsylvania) College | | | 1 | \$500 | | |
| 17 | Haverford College, Pennsylvania | 4 | 300 | 6 | 300 | | |
| 18 | University of Pennsylvania, Philadelphia, Pa | 1 | 300 | | | | |
| | | 5 | 150 | | | | |
| 19 | Brown University, Providence, R. I | 1 | a500 | | | | |
| | | 2 | 500 | | | | |
| 20 | Vanderbilt University, Nashville, Tenn | 6 | 300 | | | | |
| | | 10 | 100 | | | | |
| 21 | Hampden-Sidney (Virginia) College | 1 | 600 | | | | |
| 22 | Washington and Lee University, Lexington, Va..... | 1 | 500 | | | | |
| 23 | University of Wisconsin, Madison, Wis | | | | | 9 | 400 |
| II. GRADUATE SCHOLARSHIPS. | | | | | | | |
| 1 | University of California, Berkeley, Cal..... | 1 | 200 | | | | |
| 2 | Wesleyan University, Middletown, Conn..... | 1 | 250 | | | | |
| | | 1 | 60 | | | | |
| | | 1 | 100 | | | | |
| 3 | Yale University, New Haven, Conn | 3 | 350 | | | | |
| | | 3 | 500 | | | | |
| | | 20 | 200 | | | | |
| 4 | Johns Hopkins University, Baltimore, Md..... | 12 | 225 | | | | |
| | | 18 | 125 | | | | |
| | | 20 | 150 | | | | |
| | | 1 | 200 | | | | |
| 5 | Harvard University, Cambridge, Mass | 5 | 250 | | | | |
| | | 20 | 300 | | | | |
| | | 1 | 500 | | | | |
| 6 | Cornell University, Ithaca, N. Y | | | | | 6 | 200 |
| 7 | University of Rochester (New York)..... | 2 | 300 | | | | |

a Estimated.

b \$300 first year; \$400 after 1st year.

IV.—UNIVERSITY EXTENSION.

REMARKS BY COLLEGE PROFESSORS.

At the close of the scholastic year 1890-'91, a blank form of inquiry containing the question, "What, if anything, has been done by your institution, or by the professors connected therewith, in the work commonly known as university extension," was sent to the colleges and universities of the country. The following replies have been received:

Delaware College, Newark, Del.—We have a center located here of which the college president is president. A course of lectures was delivered last winter in the college auditorium by Prof. Richard G. Moulton. None of our professors have thus far been called upon to lecture. (*President A. N. Raub, Ph. D.*)

University of Illinois, Champaign, Ill.—In the exact and specific sense, nothing. In a collateral sense, at farmers' and teachers' institutes, probably 200 lectures during last year to audiences of 200 to 1,000 each. (*Regent Selim H. Peabody, LL. D.*)

Indiana University, Bloomington, Ind.—A series of lectures in Indianapolis on economic and social problems by Dr. J. W. Jenks, under the auspices of the collegiate alumnae. Many lectures in various parts of the State by different professors, these usually single. (*President David S. Jordan, LL. D.*)

The faculty of the Indiana University, desiring to increase the usefulness of a State institution, purpose to undertake what is known as university extension. In extending its work to the homes of students, the university will adopt for the present three methods—the first as practiced many years successfully in England, the others as thoroughly tested in this country, namely: (1) Weekly lectures followed by examination, (2) summer schools, (3) correspondence. The departments in which the university offers these methods of extension for the college year 1891-'92 are as follows: Greek, Latin, romance languages, Germanic languages, English, rhetoric and oratory, European history, American history, economics and social science, philosophy, pedagogics, mathematics, pure and applied, physics, chemistry, geology, zoölogy, botany, law. (*Indiana University Extension Teaching Circular for 1891-'92.*)

Indiana Normal University, Evansville, Ind.—The public has been invited to certain regular classes, as this spring (1), a course of lectures on experimental and comparative psychology (physiological, abnormal, etc.), given by President Fulcomer and attended by teachers and other specialists; (2) a course on English history, by Prof. Stoaks; free evening "Chalk Talks," lectures on art, and elocutionary entertainments, etc., have been given. A woman's club, for the study of children, is conducted by Miss Brooks, and attended by ladies of prominence. Paid evening and Saturday classes, to accommodate teachers and others; ten or fifteen teachers' institutes, of counties and townships, have been attended by professors (placed on programmes), at the expense of the university. (*President Daniel Fulcomer, A. M.*)

Moore's Hill College, Moore's Hill, Ind.—Valuable efforts are put forth in the surrounding portion of the State in the way of lectures and work generally before young people's scientific and other societies. (*President J. H. Martin, D. D.*)

Lenox College, Hopkinton, Iowa.—The university extension will fail to catch the college spirit and will lose the molding of character that is usually found in a college course. (*President Alex. G. Wilson, D. D.*)

University of Kansas, Lawrence, Kans.—Nothing in true university extension. Lectures, 100 altogether, have been delivered during the year by various members of the faculty. (*Chancellor F. H. Snow, Ph. D., LL. D.*)

For the season of 1891-'92, the university offers 19 courses of lectures to communities desiring them. Persons who hold the degree of Bachelor of Arts from the University of Kansas, or from other institutions of equal rank with it, may receive the degree of Master of Arts upon the satisfactory completion of nine university extension courses of twelve lectures each. These courses shall be accompanied by such study, reading, and examination as shall be prescribed by the professors in charge. Persons not holding the bachelor's degree, upon the satisfactory completion of nine university extension courses of twelve lectures each, shall receive a university extension diploma.

Work done under instructors from other institutions than the University of Kansas will be accepted upon examination for not more than four of the nine courses for a degree or a diploma. This work will also be accepted as undergraduate work, a full course in university extension being reckoned as a two-thirds term in the university. Nine twelve-lecture courses will be accepted as equivalent to one full year's work at the university.

The records of all work done under the direction of the University of Kansas will be kept on file at the university. Not more than one lecture per week will be given in any one of the courses.

Literary and scientific clubs and associations and reading circles desiring to avail

themselves of university extension lectures ought to form a local association and organize a class, fixing the tuition at a rate sufficient to cover expenses.

The following courses are offered for the year 1891-'92:

[From prospectus of university extension lecture courses for 1891-'92 by University of Kansas.]

Lectures on—

| | |
|---|----|
| The chemistry of everyday life | 12 |
| Political economy | 12 |
| The German Empire | 12 |
| Electricity and its modern applications | 6 |
| The romantic school in France | 12 |
| Development of the novel in France | 12 |
| English literature of the Nineteenth Century | 12 |
| History and philosophy of American literature | 12 |
| German literature (first classic period) | 12 |
| German literature (modern period) | 12 |
| Municipal and domestic sanitation | 12 |
| Astronomy | 12 |
| The art of pianoforte playing | 12 |
| Roman poetry | 6 |
| Botany | 12 |
| Medical chemistry and sanitary science | 12 |
| Psychology | 12 |
| Classical Greek literature | 12 |
| Physical geography | 12 |

Tulane University, New Orleans, La.—Free lectures on literary and scientific subjects. Free night schools in mechanical, architectural, and free-hand drawing. (*Secretary Wm. O. Rogers.*)

Bowdoin College, Brunswick, Me.—At the last meeting of the boards they authorized three courses of lectures by professors, net expenses not to exceed \$300. (*President Wm. De Witt Hyde, D. D.*)

St. Johns College, Annapolis, Md.—Two or three lectures were given by myself and the faculty in connection with this work, but the college is at present waiting for more improvement, and is desirous of taking part in some more definite organization than at present exists in this State. (*President Thomas Fell, LL. D.*)

Morgan College Baltimore, Md.—The Johns Hopkins professors and fellows have delivered two courses before the school, and Professor Moulton, of England, has also lectured before our students. (*President Francis J. Wagner.*)

Harvard University, Cambridge, Mass.—The Prospect Progressive Union was organized as an attempt to bring university men into contact with that numerous class of persons who are at present largely beyond the sphere of university influence. The Union began active operations in January, 1891, by engaging rooms in the old Prospect House, Cambridgeport, and offering courses in various subjects under the direction of college men, with occasional public lectures and entertainments. During the year the membership rose to nearly 200, of whom over 100 received definite course training. Thirty-seven students were engaged in instructing, and others assisted actively in the administration of the Union. The number of regular courses was 24 and included drawing (free-hand and mechanical), arithmetic, algebra, geometry, German, French, constitutional government, bookkeeping, penmanship, history, English grammar and composition, and political economy. In addition to the regular courses about 20 men received private instruction through the Union. The entertainments included lectures by Prof. James, on Hypnotism; Prof. Norton, on Illustrated Newspapers; Prof. Peabody, on Coöperation; Mr. J. G. Brooks, on Single Tax; a number of talks on Botany by Mr. G. J. Pierce, and a concert by the Freshman Glee and Banjo Clubs of the college.

From the start the Prospect Union has been successful in demonstrating that there is a genuine demand for university instruction and culture on the part of the people whom it has tried to reach, and that there is an earnest response to this demand on the part of the student body which may easily be made more effective. In the future the Union aims to extend its work so as to meet more completely the desire for education on the part of the people on the one hand, and so as to render effective the ethical spirit of the university on the other. Without encroaching in anyway upon the claims of other charitable work it aims to commend itself more distinctly and directly to the university as a Harvard enterprise in which every Harvard man can feel an interest and bear a part. With such an extension of its work as the active support of the university would make possible, the Prospect Progressive Union can hope to occupy such a position with reference to Harvard as Toynbee Hall and Oxford House with reference to the English universities. (*Handbook of Young Men's Christian Association of Harvard University.*)

French Protestant College, Springfield, Mass.—We are generally in favor of carrying the university extension idea too far. We believe care needs to be exercised on this matter, else a class of narrow specialists will be created and men of broad scholarship will diminish. (*President C. E. Amaron, A. M.*)

Hillsdale College, Hillsdale, Mich.—Nothing except that, associated with Bates College, Lewiston, Me., a correspondence school has been established for the purpose of giving instruction in theology to those not able to attend college. Two of our professors have appointments in said school. (*Secretary Elon G. Reynolds.*)

University of Minnesota, Minneapolis, Minn.—A course in English literature was given last winter in St. Paul by our professor of English; a course in political science by our professor of political science, and a course in history by our professor of history. These were all so successful that without doubt they will be repeated during the coming year. (*Registrar E. B. Johnson.*)

Polytechnic Institute of Brooklyn, Brooklyn, N. Y.—Several lectures have been given by different members of the faculty upon invitation of the university extension committee, and our rooms are thrown open for other lecturers. (*President David H. Cochran, LL. D.*)

Columbia College, New York, N. Y.—H. H. Boyesen, PH. D., professor of the Germanic languages and literatures, delivered four courses of lectures in the university and school extension, two courses being upon modern German literature and two others upon mediæval German literature. John W. Burgess, PH. D., LL. D., professor of history and constitutional law, delivered two courses of lectures in the university and school extension, one course being upon mediæval relations of church and State and the other upon modern relations of church and State. (*President Seth Low, LL. D.*)

University of Rochester, Rochester, N. Y.—A few lectures have been given in adjoining cities and towns. (*President David J. Hill, LL. D.*)

Trinity College, N. C.—This department is now being organized, though a good deal of work has been done by lecturing in academies and before farmers' institutes on economic and scientific subjects. An extended programme is being arranged. (*President John F. Crowell, Litt. D.*)

University of Cincinnati, Cincinnati, Ohio.—It [the university] has established, in 1891, courses of thirty lectures each in the three subjects of history, Latin, and chemistry, given on Saturdays and intended to meet more especially the needs of the large body of teachers within easy reach of the university. Seventy are enrolled in these courses. It has also given annual courses of six lectures, open to the general public, which have been well attended. (*Dean W. R. Benedict, C. E.*)

Oberlin College, Oberlin, Ohio.—A course of lectures by different members of the faculty has been carried on through the year at Oberlin, and lectures in Cleveland and other cities as opportunity offered. (*President W. G. Ballantine, D. D., LL. D.*)

Haverford College, Pa.—Dr. Crew, professor of physics, gave two courses of six lectures each on electricity. (*President Isaac Sharpless, Sc. D., LL. D.*)

University of Pennsylvania, Philadelphia, Pa.—The American Society for the Extension of University Teaching has its center here, Prof. E. J. James being president. Eighteen of our professors and instructors take an active part in the work. (*Jesse Y. Burk, Secretary.*)

Swarthmore College, Swarthmore, Pa.—Dr. Spencer Trott, professor of biology, has given a course of lectures on zoölogy in Philadelphia. (*President W. H. Appleton, Ph. D.*)

University of Wisconsin, Madison, Wis.—For a number of years the leading English universities have been endeavoring to extend the benefits of university instruction to the people in various parts of the kingdom through courses of lectures accompanied by class work, special studies, and examinations. The movement was at first of slow growth, but at length took strong hold upon the more progressive classes and has become one of the most important departures in university effort. Last year more than 40,000 students were enrolled as regular attendants upon the courses offered. The effort is known as University Extension.

Quite independently of this, an analogous movement in popular education, though in a more specialized field, was started in Wisconsin six years ago by the enactment of a law establishing agricultural institutes and making a generous appropriation for their maintenance. The attendance upon these institutes, and their success in awakening thought, has closely approximated that of the English system. There is a radical difference between the two, however, in the fact that the English instruction lies chiefly in literary, historical, and scientific lines, and is essentially cultural, while the Wisconsin effort has been essentially industrial. It is obvious that the two systems are complements of each other and that their union is necessary to a complete system.

Some tentative efforts in the direction of literary and scientific popular instruction have been made by the university with a view to proving the ground preliminary to a more formal effort. More extensive endeavors have been made at the East with such success as to warrant more systematic efforts.

By recent action of the regents and the faculty of the university the English university extension system has been formally adopted, and steps will be taken for carrying it into effect at the opening of the coming year. The plan adopted will be essentially that which has proved successful in connection with the English universities.

By a similar action of the regents and faculty the American correspondence system of promoting advanced private study has been adopted and will be definitely formulated at the opening of the coming year. The correspondence system is inferior to the lecture and class system in that it lacks the personal supervision and inspiration which are so important factors in the best education, but it has the compensating merit of being adapted to a sparse population, and to special students who can not gather themselves into classes or audiences to receive lectures and personal instruction.

The scheme thus adopted is exceptionally comprehensive, embracing a combination of all the leading lines of effort which have proved successful in extending to the people a portion of the benefits of university education. (*Catalogue of University of Wisconsin, 1890-'91.*)

UNIVERSITY EXTENSION IN GEORGIA.

University extension was inaugurated in the city of Atlanta, Ga., by the Young Men's Library Association. Six courses of six lectures each were given during the year 1890-'91 by the members of the faculty of the University of Georgia on the following subjects: Mental science, biology, Roman law and jurisprudence, the Greek drama, building materials, and English language and literature. The fee for each course of lectures was fixed at \$1, or \$5 for the whole series of thirty-six lectures.

UNIVERSITY EXTENSION IN MINNESOTA.

The first work of university extension instituted in this State began at St. Paul in March, 1890. At that time Prof. H. P. Judson, of the State University, delivered a course of lectures in United States history, supplemented by class work. There were about 69 or 70 persons in the class. At the same time classes of half that size were conducted in mathematics by Prof. James H. Boyd, of Macalester College; in geology, by Prof. Lucian Chaney, of Carleton College; in botany, by Prof. Conway McMillan, of the State University; in electricity, by Prof. F. S. Jones, of the same, and in mechanics, by Prof. John H. Barr, of the same. It was found that the members of the various classes, while sufficiently interested to listen to lectures of a somewhat popular character, were not inclined to hold themselves down to the requirements of a rigid course of scientific class work. The movement, however, gave impetus to the establishment of a night high school.

In the fall of the above-mentioned year, Professors G. E. McLean, W. W. Folwell, and H. P. Judson, all of whom are members of the State University faculty, delivered lectures respectively in English literature, political science, and United States history. These were duplicated in Minneapolis, but at St. Paul all save the course in history were dropped after the Christmas holidays. This same season the movement extended feebly to two or three places, like Faribault and Duluth.—(*D. L. Kiehle, State Superintendent of Public Instruction, St. Paul, Minn.*)

UNIVERSITY EXTENSION IN RHODE ISLAND.

The following description of university extension work in Rhode Island was furnished by Prof. Wilfred H. Munro, A. M., director of university extension of Brown University:

"In the academic year 1890-'91 university-extension work, as such, was begun experimentally in Providence and in Pawtucket, R. I., by Profs. Bailey, Bumpus, Upton, and Williams, of Brown University. Lecture courses were given by these gentlemen in botany, biology, astronomy, and German literature. The audiences were large and the interest they manifested was most gratifying.

"As a result of these experimental courses, the corporation of Brown University, at its meeting in June, 1891, voted to make extension teaching a part of its scheme of work, appointed one of the faculty as director of the university extension, and granted permission to all the members of the faculty to engage in extension teaching whenever they could do so without detriment to their regular college work.

"The peculiar situation of Providence, in the midst of a large and compact population, and its excellent railway facilities, enable the university to accomplish more in this line than is possible for most institutions. In order to reach the largest number (and because the lecturers feel that they ought to do, at least at the outset, much missionary work), the lecturer's fee has been placed at \$100 for a course of twelve lectures. No half courses are given. This low charge makes it possible for centers to be organized in small towns and for the most part results in small classes of from 30 to 50 persons, that is, in classes having about the number of students which the best schools ordinarily assign to one teacher. The element we make most prominent is the teaching element. Our object is not to amuse, but to instruct. We wish to do away entirely with the motive which governed the old lyceum.

Small classes do better work than large ones in the extension not less than in the regular university work, and the personality of the instructor counts for much more.

"With one exception all our lecturers are members of our own faculty. There is no 'green material' in the force, and the work done is consequently more systematic and thorough than is usually the case with early extension teaching. The director knows personally the capabilities of his men and can place them to the best advantage.

Not so much importance has been given to the syllabus as is usually assigned to it. Except in a very few instances no syllabi have thus far been printed. The lectures have been prepared with special reference to the needs of the particular audience before which they were to be delivered, and the lecturers have not hesitated to vary them whenever it seemed wise to do so. This has required more labor on the part of the instructor, but the benefit to the class has been great. Not unfrequently written lectures prove to be beyond the comprehension of those who listened to them; and if in such a case a cast iron syllabus has to be used much harm results. All the Brown University lecturers have prepared full analyses, which have most frequently been dictated to the class, and all furnish full bibliographies. All give special prominence to their class work.

"All ages and conditions of life are found in the classes. The larger proportion of the members are women; but two centers are composed entirely of men. One of these latter—in practical physics—is made up almost entirely of skilled mechanics from the famous factory of the Brown and Sharpe Manufacturing Company. The other numbers upon its roll only members of the Young Men's Debating Society, in whose rooms it meets. These young men are all of foreign—English, Scotch, and Irish—descent.

"The place of meeting is almost always a schoolhouse. The use of such buildings is gladly given by the school authorities.

"Twenty-one courses of lectures are now (January, 1892) being delivered by thirteen lecturers in nine cities and towns of Rhode Island and Massachusetts; five courses in constitutional history, one in mediæval history, one in botany, two in zoölogy, one in physiology, one in political economy, six in English literature, two in physics, one in astronomy, and one in art and architecture."

AMERICAN SOCIETY FOR THE EXTENSION OF UNIVERSITY TEACHING.

A brief account of the organization of this society, under the name of the Philadelphia Society for the Extension of University Teaching, was given in the last annual report of this office. The society was organized in order to make an experiment in university extension in and around Philadelphia. Systematic instruction was begun at several points in November, 1890, and success was at once assured. The demand for courses from a distance was so great that it could not be met by the local society, so it was determined to establish a national society to aid in the inauguration and prosecution of this important work.

The object of this national society is very clearly described in a pamphlet issued by the society:

"The American society proposes to collect information as to the experiments now going on in this work in the various parts of the world, and make it accessible to all who are interested in this movement. It will, as far as possible, form branch societies to take up and push the work in and around their localities. It will try to secure a staff of persons trained by actual experience in organizing and lecturing, who may be placed at the disposal of the local societies to assist them in organizing and prosecuting the work. It will strive to make every college and university in the country a center of university extension."

The society publishes a monthly journal called the University Extension, which serves as a medium of communication between the society and the local branches. The journal contains many interesting and valuable articles on the subject of university extension, and gives full information concerning the progress of the movement throughout the world.

The results of the work done by the American society can perhaps be best given by quoting from the report of the general secretary for the year 1890-'91:

"Last year 43 courses were given, with an average attendance of 9,160, whose aggregate attendances numbered 60,573. There were 19 courses on literature, 8 on history, 1 on descriptive astronomy, 4 on chemistry, 1 on psychology, 1 on biology, 2 on botany, 2 on electricity, 1 on mathematics with applications to mechanics, 1 on algebra, and 1 on zoölogy. The most of these were six lectures in length; the average for the 43 courses being 7.6. The average attendance at the courses was 250. The number of those taking the examination, while not very large, was encouraging; 231 passed successfully. Four of these were in geology, 11 in mathematics, 20 in

algebra, 108 in literature, 7 in physics, 14 in history, 51 in botany, and 11 in psychology.

Twenty-four of the students received two certificates, 9 three, 4 four, 1 five, and 1 six. Sixty-three per cent of those attending the lectures remained to the class exercises; 5½ per cent of the class wrote weekly papers; 72 per cent of those writing weekly papers took the examination, and 93 per cent of these passed successfully.

"The work thus far developed in this country differs very materially from that in England in these respects: the audiences are larger and seem to possess, as described by an English lecturer, more intellectual curiosity; the proportion of the audience which remains for the class is also larger. This, indeed, has very clearly shown that the English methods must be materially modified. It may be necessary to develop what might be called a second class for the real student nucleus, or, possibly, as an alternate way out of the difficulty, we must look forward to well organized students' associations, presided over perhaps by assistant lecturers."

The following table shows, in detail, the work done by the American Society for the Extension of University Teaching during the year 1890-91:

Statistics of work done by the American Society for the Extension of University Teaching from November, 1890, to June, 1891.

| Center. | Lecturer. | Subject. | Number of lectures in the course. | Average number at lectures. | Average number at class. | Average number of weekly papers. | Passed examination. | Rejected. |
|---------------------------------------|---|---|-----------------------------------|-----------------------------|--------------------------|----------------------------------|---------------------|-----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Association, local, Philadelphia, Pa. | C. A. Young, PH. D., Princeton. | Descriptive astronomy. | 6 | 135 | 130 | 1 | 1 | .... |
| Association, local, Philadelphia, Pa. | R. G. Moulton, A. M., Cambridge, England. | Shakespeare's Tempest, with companion studies. | 6 | 950 | 700 | 42 | 9 | 3 |
| Association, local, Philadelphia, Pa. | E. S. Crawley, B. S., University of Pennsylvania. | Mathematics..... | 12 | 70 | 45 | 23 | 11 | 1 |
| Association, local, Philadelphia, Pa. | Spencer Trotter, M. D., Swarthmore. | Animal life considered as a part of universal energy. | 6 | 163 | 45 | 6 | 5 | .... |
| Association, local, Philadelphia, Pa. | R. G. Moulton, A. M., Cambridge, England. | Milton's poetic art.... | 6 | 1,000 | 750 | 51 | 9 | .... |
| Frankford, Philadelphia, Pa. | R. E. Thompson, D. D., University of Pennsylvania. | English literature | 7 | 200 | 200 | .... | .... | .... |
| Frankford, Philadelphia, Pa. | F. N. Thorpe, PH. D., University of Pennsylvania. | American history..... | 6 | 192 | 150 | .... | .... | .... |
| Germantown, Philadelphia, Pa. | R. G. Moulton, A. M., Cambridge, England. | Shakespeare's Tempest, with companion studies. | 6 | 600 | 350 | 46 | 35 | 1 |
| Germantown, Philadelphia, Pa. | Henry Crew, PH. D., Haverford. | Electricity..... | 8 | 150 | 75 | 6 | 3 | 2 |
| Holmesburg, Philadelphia, Pa. | F. N. Thorpe, PH. D., University of Pennsylvania. | American history..... | 6 | 150 | 30 | 1 | .... | .... |
| Holmesburg, Philadelphia, Pa. | A. H. Smyth, A. M., High School, Philadelphia, Pa. | American literature .. | 6 | 150 | 30 | .... | .... | .... |
| Roxborough, Philadelphia, Pa. | C. H. Handerson, A. M., Manual Training School. | Chemistry..... | 6 | 40 | 20 | 5 | 11 | .... |
| Roxborough, Philadelphia, Pa. | R. G. Moulton, A. M., Cambridge, England. | Four studies in Shakespeare. | 4 | 83 | 60 | .... | .... | .... |
| Spring Garden, Philadelphia, Pa. | R. G. Moulton, A. M., Cambridge, England. | Stories as a mode of thinking. | 6 | 250 | 150 | 13 | 5 | .... |
| Spring Garden, Philadelphia, Pa. | G. E. Fisher, A. B., University of Pennsylvania. | Algebra..... | 12 | 150 | 125 | 20 | 20 | 3 |
| Spring Garden, Philadelphia, Pa. | F. E. Schelling, A. M., University of Pennsylvania. | Modern essayists..... | 6 | 20 | 20 | 1 | .... | .... |
| Spring Garden, Philadelphia, Pa. | J. T. Rothrock, M. D., University of Pennsylvania. | Practical analytical botany. | 6 | 130 | 130 | .... | 39 | .... |
| South Broad Street, Philadelphia, Pa. | F. N. Thorpe, PH. D., University of Pennsylvania. | American history..... | 6 | 100 | 100 | 2 | .... | .... |

Statistics of work done by the American Society for the Extension of University Teaching from November, 1890, to June, 1891—Continued.

| Center. | Lecturer. | Subject. | Number of lectures in the course. | Average number at lectures. | Average number at class. | Average number of weekly papers. | Passed examination. | Rejected. |
|--|---|---|-----------------------------------|-----------------------------|--------------------------|----------------------------------|---------------------|-----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| United Club and Institute, Philadelphia, Pa. | F. N. Thorpe, PH. D., University of Pennsylvania. | American history..... | 6 | 125 | 125 | 2 | .... | .... |
| Wagner Institute, Philadelphia, Pa. | R. G. Moulton, A. M., Cambridge, England. | Euripides for English audiences. | 6 | 275 | 200 | 11 | 9 | 1 |
| Wagner Institute, Philadelphia, Pa. | R. G. Moulton, A. M., Cambridge, England. | Four studies in Shakespeare. | 6 | 300 | 200 | 17 | 10 | .... |
| Wagner Institute, Philadelphia, Pa. | G. S. Fullerton, A. M., University of Pennsylvania. | Psychology..... | 6 | 205 | 103 | 12 | 11 | .... |
| Wagner Institute, Philadelphia, Pa. | E. D. Cope, PH. D., University of Pennsylvania. | Geology and paleontology. | 20 | 76 | 40 | .... | 5 | .... |
| Wagner Institute, Philadelphia, Pa. | Henry Leffmann, M. D. | Chemistry..... | 20 | 154 | .... | .... | 4 | .... |
| Wagner Institute, Philadelphia, Pa. | J. A. Ryder, PH. D., University of Pennsylvania. | Zoölogy..... | 10 | 65 | .... | .... | .... | .... |
| Wagner Institute, Philadelphia, Pa. | J. T. Rothrock, M. D., University of Pennsylvania. | Botany..... | 10 | 105 | .... | .... | .... | .... |
| West Philadelphia, Philadelphia, Pa. | F. N. Thorpe, PH. D., University of Pennsylvania. | American history..... | 6 | 225 | 225 | 3 | .... | .... |
| West Philadelphia, Philadelphia, Pa. | R. G. Moulton, A. M., Cambridge, England. | Stories as a mode of thinking. | 6 | 550 | 125 | 14 | 6 | 1 |
| Wissahickon Heights, Philadelphia, Pa. | R. G. Moulton, A. M., Cambridge, England. | Stories as a mode of thinking. | 6 | 150 | 100 | 7 | 4 | .... |
| Wissahickon Heights, Philadelphia, Pa. | C. M. Andrews, PH. D., Bryn Mawr. | Political history of Europe. | 6 | 50 | 30 | 4 | 3 | .... |
| Women's Christian Association, Philadelphia, Pa. | J. T. Rothrock, M. D., University of Pennsylvania. | Botany..... | 6 | 100 | 100 | 3 | 1 | .... |
| Camden, N. J..... | R. G. Moulton, A. M., Cambridge, England. | Story of Faust..... | 6 | 250 | 225 | 16 | 9 | 2 |
| Downingtown, Pa..... | A. H. Smyth, A. M., High School, Philadelphia, Pa. | American literature .. | 6 | 200 | 75 | 8 | 3 | .... |
| Haddonfield, N. J..... | E. P. Cheyney, A. M., University of Pennsylvania. | Central Europe in the nineteenth century. | 6 | 225 | 200 | 10 | 7 | .... |
| Lansdowne, Pa..... | Henry Crew, PH. D., Haverford. | Electricity..... | 8 | 100 | 75 | 4 | 4 | 1 |
| Media, Pa..... | F. E. Schelling, A. M., University of Pennsylvania. | Modern essayists..... | 6 | 140 | 140 | 3 | .... | .... |
| Mount Holly, N. J..... | F. N. Thorpe, PH. D., University of Pennsylvania. | American history..... | 6 | 175 | 50 | .... | .... | .... |
| Newark, Del..... | R. G. Moulton, A. M., Cambridge, England. | Stories as a mode of thinking. | 6 | 250 | 150 | 3 | 3 | .... |
| Norristown, Pa..... | R. E. Thompson, D. D., University of Pennsylvania. | English literature..... | 7 | 159 | 140 | .... | .... | .... |
| Norristown, Pa..... | R. G. Moulton, A. M., Cambridge, England. | Stories as a mode of thinking. | 6 | 120 | 120 | 3 | 2 | .... |
| Trenton, N. J..... | R. E. Thompson, D. D., University of Pennsylvania. | English literature..... | 7 | 350 | 125 | .... | .... | .... |
| Westchester, Pa..... | C. M. Andrews, PH. D., Bryn Mawr. | History of Europe, 1815-1849. | 6 | 160 | 115 | 5 | 5 | 1 |
| Wilmington, Del..... | R. G. Moulton, A. M., Cambridge, England. | English literature..... | 4 | 280 | 230 | .... | .... | .... |
| Total..... | | | 309 | 9,322 | 6,003 | 342 | 234 | 16 |

SUMMER SCHOOLS.

A number of colleges and universities of this country have for some years been offering what are known as summer courses of study. These courses are given during the summer vacation, and as a rule are not given under the responsibility or jurisdiction of the college faculty, but under that of the professors in charge of the several courses. This system of instruction was undertaken mainly to meet the wants of teachers and others who could not attend the regular college courses, and may well be termed a branch of university extension.

According to reports received, the privileges thus offered are taken advantage of by a comparatively large number of persons, especially teachers in secondary schools, who would otherwise not be able to enjoy the advantages offered by the large libraries and well-equipped laboratories of some of our largest and richest universities and colleges. Were it not for these summer courses the libraries and laboratories would remain unused for the greater part of three months during each year.

At Harvard University the summer courses attracted so large a number of the regular college students that it was decided to count certain of the summer courses towards the acquisition of the bachelor's degree. The action taken by the Harvard faculty is embodied in the report of the dean to President Eliot at the close of the year 1890-91, in which he says:

"While the faculty was engaged in preparing the list of courses of instruction to be provided for the year 1891-92, it found itself called upon to consider the conditions under which courses given during the summer vacation might be counted towards the degrees of bachelor of arts and bachelor of science. Such courses have been given for several years and have sometimes had a large attendance, especially in chemistry, physics, botany, geology, and physical training. Originally undertaken to meet the special wants of teachers and of other persons outside of the university, these courses have been carried on under the charge of a committee appointed by the president and fellows—in most cases, although not always, by members of the regular teaching force, but still in no way under the responsibility or jurisdiction of either of the faculties. Their proved usefulness has demonstrated the value of such concentrated study as was required of those pursuing them, and as time has gone on they have attracted an increasing proportion of students of the university. The college faculty more than once consented to recognize work done in some of these courses as work to be counted for the degree of bachelor of arts, but was reasonably unwilling to commit itself far in the direction of counting work not done under its control, or under the other safeguards which guarantee courses publicly given in term time. The need of some systematic provision as to the use of these courses by undergraduates continued to be felt, however, and the faculty, therefore, after full consideration, determined to admit to its list among the courses to be counted for the bachelor's degrees, summer courses proposed under the responsibility of the proper departments and formally approved by the faculty, when carried on under the supervision of some regularly appointed officer of instruction, with proper tests of the systematic application and proficiency of the students and with a final examination in due form not later than October 1. The further condition was imposed that not more than two summer courses, counted as the equivalent of half courses, should be taken in any one year. Under these conditions seven summer courses were proposed and approved—one in German, two in engineering, one in physics, one in botany, and two in geology, together with one in geological field work, to be counted as a full or as a half course, according to the length of time for which it is followed.

"Several summer courses outside of this list were given as usual, without complying with these conditions, and, therefore, without the privilege of counting for the degree, the departments concerned finding that the character of the courses, or the uses to which they were mainly adapted, did not make it worth while to bring them within the rules laid down by the faculty. Such courses will no doubt continue to serve the same excellent purpose as heretofore, extending some important benefits of the university equipment and methods to teachers and others who could not otherwise have access to them. The courses placed under the faculty's rules, and therefore to be counted for the degree, will have the signal advantage, considered as regular courses of instruction, of enabling students to carry on important work, especially in the natural sciences and in engineering, at the best season of the year, and with such freedom in the choice of place as is impossible for either student or instructor in the ordinary working year of the university.

"The general scheme of the courses adopted by the faculty calls, in most cases, for about six weeks of daily attendance, with a large amount of laboratory or field work, and the value of the work, as has often been shown, is much heightened by the interest and animation due to concentrated daily attention to only one or two subjects. It is not to be assumed that the students would find equal profit from this method in all subjects. Upon many studies it is no doubt difficult to secure a firm

hold without a certain time for reflection and for gradual assimilation, and some caution may be needed, then, in extending this arrangement to untried branches of work. So far as it can be carried safely, it promises to secure increased use for a part of the valuable scientific equipment and libraries of the university during a part of the year when the old division between term and vacation would keep them idle; and it also gives to the students the optional use, to a limited extent, of the long vacation. This fraction of the year has long been felt to be too important to be neglected, but the different needs of individuals, as well as the habits of a large part of the community, have stood in the way of any method of dealing with it so far proposed. The result of the present experiment of enabling earnest students in vigorous health to use, if they will, a part of the leisure time of the year in such studies as can then be pursued with the best advantage, must be observed with great interest."

The number of persons that attended the summer courses at Harvard during the past three years is as follows: In the summer of 1889, 188; in the summer of 1890, 279; and in the summer of 1891, 287. The amount of fees paid by students in the summer courses since 1886 is as follows: In 1886, \$1,720; 1887, \$1,060; 1888, \$4,165; 1889, \$5,191; 1890, \$6,345; 1891, \$7,873.50.

The Indiana University at Bloomington, Ind., opened its libraries and laboratories for vacation instruction in 1890. The catalogue of the university for 1891-'92 contains the following description of the summer school connected with the university:

"The Indiana University Summer School was organized for the purpose of extending to those who are occupied during the school year the advantages of advanced instruction in certain departments, aided by the library, laboratories, and other facilities for study connected with the university. The policy of the university in presenting thorough courses of study in each department, instead of multiplying short unrelated courses, is followed in the school. The instructors are all teachers in the university, and are specialists in the lines of study in which they offer courses of instruction.

"Those whom the school is especially designed to serve may be enumerated as follows:

"(1) *Teachers in high schools, academies, etc.*—A number of courses of study have been arranged for the purpose of aiding those who teach or wish to prepare themselves to teach in high schools, academies, and other schools of secondary instruction. In this connection may be named the courses in American literature, theory of arithmetic and of algebra, geometry, astronomy, elementary physics, chemistry, botany, and zoölogy. It is not the intention to do review work in these courses, but to give larger views and more thorough and accurate knowledge of subjects. Methods of teaching the subjects in the high school will be incidentally treated.

"(2) *Teachers in higher institutions, etc.*—The more advanced courses of instruction, aided by the extensive library and well-equipped laboratories, are intended to accommodate teachers, students, and others who desire to carry on during the summer studies in special lines, or to do work which will aid in completing a college course. Opportunity will be given anyone in attendance, to spend profitably one-half his time, or even more, in anyone of the courses taught by the laboratory method. By thus concentrating upon one or more subjects it is possible to complete the equivalent of two terms of university work in those subjects. Anyone completing in a satisfactory manner courses of study in the school which are the equivalent of courses in the curriculum of the university may be credited with such work upon the university record."

During the summer of 1891, 24 courses of lectures and instruction were given in the following subjects: Literature, 4; mathematics and astronomy, 7; physics, 5; chemistry, 4; biology, 4.

Besides the above courses, there was given a course of 18 evening lectures upon various topics of interest to students and teachers.

The number of persons in attendance at the summer school in 1890 was 31, while in 1891 the number was increased to 60. Of this number 37 were teachers in secondary schools, 5 were professors in colleges, and 8 were students in colleges.

Among the institutions offering instruction in summer schools are the following: University of California, Berkeley, Cal.; Colorado College, Colorado Springs, Colo.; Indiana University, Bloomington, Ind.; Cornell College, Mount Vernon, Iowa; Amherst College, Amherst, Mass.; Harvard University, Cambridge, Mass.; Western Michigan College, Grand Rapids, Mich.; Hope College, Holland, Mich.; Cothner University, Bethany, Nebr.; University of Nebraska, Lincoln, Nebr.; Cornell University, Ithaca, N. Y.; Keuka College, Keuka College P. O., N. Y.; Columbia College (School of Mines), New York City; Ohio University, Athens, Ohio; Ohio Wesleyan University, Delaware, Ohio; Oberlin College, Oberlin, Ohio; Black Hills College, Hot Springs, S. Dak.; University of Virginia, Charlottesville, Va.; University of Wisconsin, Madison, Wis.

In addition to the summer schools held at universities and colleges, educational

institutes and summer schools are frequently organized and carried on at seaside and mountain resorts, where rest and intellectual improvement may be sought at the same time. Among such schools may be mentioned the following:

Chautauqua Assembly, Chautauqua, N. Y.; Lake Madison (S. D.) Summer School; Seashore Normal Institute, West Chop, Martha's Vineyard, Mass.; National Summer School, Glen Falls, N. Y.; Seaside Assembly, Avon-by-the-Sea, N. J.; Martha's Vineyard Summer Institute, Cottage City, Mass.; Glenmore School for the Culture Sciences, Keene, N. Y.; American Institute of Instruction, Narragansett Pier, R. I.

V.—LATIN PRONUNCIATION IN UNIVERSITIES AND COLLEGES.

In the year 1876, Prof. W. G. Richardson A. M., of Central University, Richmond, Ky., prepared an article on Latin pronunciation. This article, which included a short history of the methods of pronunciation, a description and bibliography of the Latin or Roman method, and a list of the institutions employing the several methods, was published in the annual report of this office for 1876.

For some time past the Bureau has been receiving inquiries concerning the extent to which the several methods of pronunciation are at present used by the universities and colleges of this country. In order that these inquiries might be answered a special letter was sent to all such institutions. The letter was as follows:

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., May 16, 1892.

PROFESSOR OF LATIN,

DEAR SIR: In 1876, the Bureau published a list of colleges and universities, with the method of pronunciation then in use. Many changes having taken place since that time, it is now desired to revise the matter then collected. You are therefore requested to designate which one of the methods given below is used in your institution. Any remarks you may wish to make will be thankfully received.

Very respectfully,

WM. T. HARRIS,
Commissioner.

1. Latin or Roman.
2. Continental.
3. English.

Signature of reporting officer.

In answer to this letter replies were received from 402 universities and colleges. From these replies we learn the following: 269 institutions use the Roman or Latin method, 59 institutions use the English method, 58 institutions use the Continental method, 10 institutions use the Roman and English methods, 2 institutions use the Roman and Continental methods, and 4 institutions give indefinite answers.

Comparing the answers received in 1892 with those received in 1876 we find that a great many changes have taken place in that time, the large majority being toward the Roman method. Thus we find that 52 institutions have changed from English to Roman, 32 institutions have changed from Continental to Roman, 3 institutions have changed from Roman to English, 4 institutions have changed from Continental to English, 3 institutions have changed from English to Continental, 1 institution has changed from Roman to Continental.

In the following list are given the names of the institutions that reported in 1892, together with the answers given in 1876 and in 1892.

List of universities and colleges with the method of Latin pronunciation in use in the years 1876 and 1892.

| Location. | Name. | 1876. | 1892. |
|------------------------------|--|------------------|---------------------|
| <i>Alabama.</i> | | | |
| East Lake..... | Howard College..... | Roman..... | Roman. |
| Lineville..... | Lineville College..... | Continental. | English. |
| Mobile..... | Spring Hill College..... | | Continental. |
| University..... | University of Alabama..... | | Roman. |
| <i>Arkansas.</i> | | | |
| Batesville..... | Arkansas College..... | | English. |
| Conway..... | Hendrix College..... | | Roman. |
| Little Rock..... | Little Rock University..... | | English. |
| | Philander Smith College..... | | Roman. ^a |
| <i>California.</i> | | | |
| Berkley..... | University of California..... | Roman..... | Roman. |
| College City..... | Pierce Christian College..... | | Continental. |
| College Park..... | University of the Pacific..... | English..... | Roman. |
| Irvington..... | Washington College..... | | Roman. |
| Los Angeles..... | Los Angeles University..... | | Roman. |
| Mills College..... | Mills College..... | | Roman. |
| Napa..... | Napa College..... | | English. |
| | St. Vincent's College..... | Continental..... | Roman. |
| Oakland..... | California College..... | English..... | Continental. |
| | St. Mary's College..... | Continental..... | English. |
| Palo Alto..... | Leland Stanford, junior, University..... | | Roman. |
| San Francisco..... | St. Ignatius College..... | | Continental. |
| Santa Clara..... | Santa Clara College..... | Continental..... | Continental. |
| Santa Rosa..... | Pacific Methodist College..... | English..... | Roman. |
| University..... | University of Southern California..... | | Roman. |
| Woodbridge..... | San Joaquin Valley College..... | | Roman. |
| <i>Colorado.</i> | | | |
| Boulder..... | University of Colorado..... | | Roman. |
| Colorado Springs..... | Colorado College..... | Continental..... | Roman. |
| Del Norte..... | Presbyterian College of the Southwest..... | | Continental. |
| University Park..... | University of Denver..... | | Roman. |
| <i>Connecticut.</i> | | | |
| Hartford..... | Trinity College..... | English..... | (See p. 860.) |
| Middletown..... | Wesleyan University..... | English..... | Roman. |
| New Haven..... | Yale University..... | | Roman. |
| <i>Delaware.</i> | | | |
| Newark..... | Delaware College..... | English..... | Roman. |
| <i>District of Columbia.</i> | | | |
| Washington..... | Columbian University..... | Roman..... | Roman. |
| | Georgetown University..... | Continental..... | Continental. |
| | Howard University..... | Continental..... | Roman. |
| <i>Florida.</i> | | | |
| De Land..... | John B. Stetson University..... | | Roman. |
| Leesburg..... | Florida Conference College..... | | Roman. |
| Winter Park..... | Rollins College..... | | English. |
| <i>Georgia.</i> | | | |
| Athens..... | University of Georgia..... | Roman..... | Roman. |
| Atlanta..... | Atlanta University..... | English..... | English. |
| Bowdon..... | Bowdon College..... | Continental..... | Continental. |
| Buford..... | Buford College..... | | Continental. |
| Macon..... | Mercer University..... | | Roman. |
| Oxford..... | Emory College..... | | English. |
| South Atlanta..... | Clark University..... | | English. |
| <i>Illinois.</i> | | | |
| Abingdon..... | Hedding College..... | | English. |
| Bloomington..... | Illinois Wesleyan University..... | Roman..... | Roman. |
| Bourbonnais Grove..... | St. Viator's College..... | | Roman. |
| Carlinville..... | Blackburn University..... | English..... | English. |
| Carthage..... | Carthage College..... | English..... | Roman. |

^a From catalogue.

List of universities and colleges with the method of Latin pronunciation in use in the years 1876 and 1892—Continued.

| Location. | Name. | 1876. | 1892. |
|----------------------------|-------------------------------------|-------------------|-----------------------|
| <i>Illinois—Continued.</i> | | | |
| Champaign | University of Illinois | | Roman. |
| Chicago | St. Ignatius College | Continental | Continental. |
| | University of Chicago | | Roman. |
| Elmhurst | Evangelical Proseminary | | Continental. |
| Eureka | Eureka College | Continental | Roman. |
| Evanston | Northwestern University | English | English. |
| Fulton | Northern Illinois College | | Roman. |
| Galesburg | Knox College | English | English. |
| | Lombard University | English | English. |
| Jacksonville | Illinois College | English | English. |
| Lake Forest | Lake Forest University | | Roman. |
| Lebanon | McKendree College | | Roman. |
| Lincoln | Lincoln University | English | Roman. |
| Monmouth | Monmouth College | Roman | Roman. |
| Naperville | Northwestern College | Roman | English. |
| Quincy | Chaddock College | | Roman. |
| Rock Island | Augustana College | | Roman. |
| Teutopolis | St. Joseph's Diocesan College | Continental | Continental. |
| Upper Alton | Shurtleff College | English | English. |
| Westfield | Westfield College | English | Roman. |
| Wheaton | Wheaton College | English | English. |
| <i>Indiana.</i> | | | |
| Bloomington | Indiana University | Roman | Roman. |
| Crawfordsville | Wabash College | English | Roman. |
| Fort Wayne | Concordia College | Continental | Continental. |
| | Taylor University | English | English. |
| Franklin | Franklin College | English | Roman. |
| Greencastle | De Pauw University | Roman | Roman. |
| Hanover | Hanover College | Continental | English. |
| Hartsville | Hartsville College | English | English. |
| Irvington | Butler University | Roman | Roman. |
| Merom | Union Christian College | Continental | English. |
| Moore's Hill | Moore's Hill College | Roman | Roman. |
| Notre Dame | University of Notre Dame | Continental | Continental. |
| Richmond | Earlham College | English | English. |
| St. Meinrad | St. Meinrad's College | Continental | Continental. |
| <i>Iowa.</i> | | | |
| Cedar Rapids | Coe College | | Roman. |
| Charles City | German-English College | | Roman. |
| College Springs | Amity College | | English. |
| Davenport | Griswold College | | Continental. |
| Decorah | Luther College | Continental | Roman. |
| Des Moines | Des Moines College | English | Roman. |
| | Drake University | | Roman. |
| Fairfield | Parsons College | | English. |
| Fayette | Upper Iowa University | Roman | Roman. |
| Grinnell | Iowa College | English | Roman. |
| Hopkinton | Lenox College | | Roman. |
| Indianola | Simpson College | English | English. |
| Iowa City | State University of Iowa | English | Roman. |
| Mount Pleasant | Iowa Wesleyan University | Continental | English. |
| Mount Vernon | Cornell College | Roman | Roman. ^a |
| Oskaloosa | Oskaloosa College | Roman | Roman. |
| | Penn College | English | Roman. |
| Pella | Central University of Iowa | English | Roman. |
| Sioux City | University of the Northwest | | Roman. |
| Storm Lake | Buena Vista College | | Roman. |
| Tabor | Tabor College | English | Roman. |
| Toledo | Western College | Continental | Roman. |
| Waverly | Wartburg College | Continental | Continental. |
| <i>Kansas.</i> | | | |
| Atchison | Midland College | | Roman. |
| | St. Benedict's Academy | | Continental. |
| Baldwin | Baker University | | Roman. |
| Emporia | College of Emporia | | English. |
| Enterprise | Central College | | Roman. |
| Highland | Highland University | | English. ^a |
| Holton | Campbell University | | Roman and English. |
| Lawrence | University of Kansas | Roman | Roman. |
| Lecompton | Lane University | English | Roman. |

^a From catalogue

List of universities and colleges with the method of Latin pronunciation in use in the years 1876 and 1892—Continued.

| Location. | Name. | 1876. | 1892. |
|--------------------------|--|-------------------|--------------------|
| <i>Kansas—Continued.</i> | | | |
| Lindsborg | Bethany College ..... | ..... | Roman. |
| Ottawa | Ottawa University ..... | ..... | Roman. |
| St. Mary's | St. Mary's College ..... | ..... | (See p. 861.) |
| Sterling | Cooper Memorial College ..... | ..... | Roman. |
| Topeka | Washburn College ..... | ..... | English and Roman. |
| Wichita | Wichita University ..... | ..... | Roman. |
| Winfield | Southwest Kansas College ..... | ..... | Roman. |
| <i>Kentucky.</i> | | | |
| Berea | Berea College ..... | ..... | Roman. |
| Bowling Green | Ogden College ..... | ..... | Roman. |
| Danville | Centre College | Roman | Roman. |
| Eminence | Eminence College | Continental | Roman. |
| Georgetown | Georgetown College | English | Roman. |
| Hopkinsville | South Kentucky College ..... | ..... | English. |
| Lancaster | Garrard College ..... | ..... | Roman. |
| Lexington | Kentucky University | Roman | Roman. |
| New Liberty | Concord College | English | Roman. |
| Richmond | Central University | Roman | Roman. |
| St. Mary's | St. Mary's College | Continental | Continental. |
| Winchester | Kentucky Wesleyan College | Roman | Roman. |
| <i>Louisiana.</i> | | | |
| Baton Rouge | Louisiana State University | Roman | Roman. |
| Grand Coteau | St. Charles College | Continental | Continental. |
| Jackson | Centenary College of Louisiana ..... | ..... | Roman. |
| Keachie | Keachie College ..... | ..... | Roman. |
| New Orleans | Leland University | English | English. |
| ..... | New Orleans University | English | English. |
| ..... | Straight University | English | Roman. |
| ..... | Tulane University ..... | ..... | Roman. |
| <i>Maine.</i> | | | |
| Brunswick | Bowdoin College | English | Roman. |
| Leviston | Bates College | Continental | English. |
| Waterville | Colby University | English | Roman and English. |
| <i>Maryland.</i> | | | |
| Annapolis | St. John's College ..... | ..... | Continental. |
| Baltimore | Johns Hopkins University ..... | ..... | Roman. |
| ..... | Loyola College ..... | ..... | (See p. 861.) |
| ..... | Morgan College ..... | ..... | Roman. |
| ..... | Woman's College of Baltimore | English | Roman. |
| Chestertown | Washington College ..... | ..... | Roman. |
| Ellicott City | Rock Hill College ..... | ..... | Roman. |
| ..... | St. Charles' College ..... | ..... | Continental. |
| Mount St. Mary's | Mt. St. Mary's College ..... | ..... | Continental. |
| New Windsor | New Windsor College ..... | ..... | Continental. |
| Westminster | Western Maryland College | Roman | Roman. |
| <i>Massachusetts.</i> | | | |
| Amherst | Amherst College | English | Roman. |
| Boston | Boston College ..... | ..... | Continental. |
| ..... | Boston University | Roman | Roman. |
| Cambridge | Harvard University ..... | ..... | Roman. |
| Northampton | Smith College ..... | ..... | Roman. |
| South Hadley | Mount Holyoke Seminary and College ..... | ..... | Roman. |
| Springfield | French Protestant College ..... | ..... | Roman. |
| Tufts College | Tufts College | English | English and Roman. |
| Wellesley | Wellesley College ..... | ..... | Roman. |
| Williamstown | Williams College | English | Roman. |
| Worcester | College of the Holy Cross ..... | ..... | Continental. |
| <i>Michigan.</i> | | | |
| Adrian | Adrian College | English | Roman. |
| Albion | Albion College | Continental | Roman. |
| Alma | Alma College ..... | ..... | Roman. |
| Ann Arbor | University of Michigan | Roman | Roman. |
| Battle Creek | Battle Creek College ..... | ..... | Roman. |
| Benzonina | Benzonia College ..... | ..... | English. |
| Detroit | Detroit College ..... | ..... | Continental. |

List of universities and colleges with the method of Latin pronunciation in use in the years 1876 and 1892—Continued.

| Location. | Name. | 1876. | 1892. |
|----------------------------|--|--------------|-----------------------|
| <i>Michigan—Continued.</i> | | | |
| Grand Rapids..... | Western Michigan College..... | ..... | Roman. |
| Hillsdale..... | Hillsdale College..... | ..... | Roman. |
| Holland..... | Hope College..... | Continental. | Roman. |
| Kalamazoo..... | Kalamazoo College..... | Roman. | Roman. |
| Olivet..... | Olivet College..... | English. | Roman. |
| <i>Minnesota.</i> | | | |
| Excelsior..... | Northwestern Christian College..... | ..... | Roman. |
| Hamline..... | Hamline University..... | ..... | Roman. |
| Minneapolis..... | Augsburg Seminary..... | ..... | Roman. |
| ..... | University of Minnesota..... | English. | Roman. |
| New Ulm..... | Dr. Martin Luther College..... | ..... | Continental. |
| Northfield..... | Carleton College..... | English. | Roman. |
| ..... | St. Olaf College..... | ..... | Roman. |
| St. Paul..... | Macalester College..... | ..... | Roman. |
| St. Paul Park..... | St. Paul's College..... | ..... | Roman. |
| St. Peter..... | Gustavus Adolphus College..... | ..... | English. |
| Winnebago City..... | Parker College..... | ..... | Continental. |
| <i>Mississippi.</i> | | | |
| Clinton..... | Mississippi College..... | ..... | Roman. |
| Harperville..... | Hunt and Huddleston College..... | ..... | Roman. |
| Holly Springs..... | Rust University..... | Continental. | Roman. |
| University..... | University of Mississippi..... | Roman. | Continental. |
| <i>Missouri.</i> | | | |
| Bolivar..... | Southwest Baptist College..... | ..... | Roman. |
| Bowling Green..... | Pike County College..... | ..... | English. |
| Columbia..... | University of the State of Missouri..... | Roman. | Roman. |
| Edinburg..... | Grand River College..... | ..... | English. |
| Fayette..... | Central College..... | Roman. | Roman. |
| Fulton..... | Westminster College..... | English. | English. |
| Greenfield..... | Ozark College..... | ..... | Roman. |
| La Belle..... | Western College..... | ..... | English. |
| La Grange..... | La Grange College..... | ..... | English. |
| Marshall..... | Missouri Valley College..... | ..... | Roman. |
| Neosho..... | Scarritt Collegiate Institute..... | ..... | Continental. |
| Parkville..... | Park College..... | ..... | Roman and English. |
| St. Louis..... | Christian Brothers College..... | Continental. | Continental. |
| ..... | St. Louis University..... | Continental. | Continental. |
| ..... | Washington University..... | English. | English. |
| Springfield..... | Drury College..... | English. | Roman. |
| Tarkio..... | Tarkio College..... | English. | Roman. |
| Trenton..... | Avalon College..... | ..... | Roman. |
| Warrenton..... | Central Wesleyan College..... | ..... | Continental. |
| <i>Montana.</i> | | | |
| Deer Lodge..... | College of Montana..... | ..... | Roman. |
| <i>Nebraska.</i> | | | |
| Bellevue..... | University of Omaha..... | ..... | Roman. |
| Crete..... | Doane College..... | English. | Roman. |
| Fairfield..... | Fairfield College..... | ..... | English. |
| Lincoln..... | Cotner University..... | ..... | Roman. |
| ..... | University of Nebraska..... | Continental. | Roman. |
| Neligh..... | Gates College..... | ..... | Roman. |
| University Place..... | Nebraska Wesleyan University..... | ..... | Roman. |
| York..... | York College..... | ..... | Roman. |
| <i>Nevada.</i> | | | |
| Reno..... | State University of Nevada..... | ..... | Roman. |
| <i>New Hampshire.</i> | | | |
| Hanover..... | Dartmouth College..... | English. | Roman. |
| <i>New Jersey.</i> | | | |
| Newark..... | St. Benedict's College..... | ..... | Continental. |
| New Brunswick..... | Rutgers College..... | Roman. | Roman. |
| Princeton..... | College of New Jersey..... | Roman. | Roman or continental. |

List of universities and colleges with the method of Latin pronunciation in use in the years 1876 and 1892—Continued.

| Location. | Name. | 1876. | 1892. |
|---------------------------|---|--------------|---------------------|
| <i>New Jersey—Cont'd.</i> | | | |
| South Orange..... | Seton Hall College..... | | Continental. |
| Princeton..... | Evelyn College..... | | Continental. |
| <i>New York.</i> | | | |
| Alfred Center..... | Alfred University..... | | Roman. |
| Allegany..... | St. Bonaventure's College..... | Continental. | Continental. |
| Annandale..... | St. Stephen's College..... | English. | English. |
| Aurora..... | Wells College..... | Continental. | Roman. |
| Brooklyn..... | Polytechnic Institute of Brooklyn..... | English. | English. |
| Buffalo..... | St. John's College..... | | Continental. |
| Canton..... | Canisius College..... | | Continental. |
| Clinton..... | St. Lawrence University..... | English. | Roman. |
| Elmira..... | Hamilton College..... | | English. |
| Geneva..... | Elmira College..... | English. | Roman. |
| Hamilton..... | Hobart College..... | Continental. | Roman. |
| Ithaca..... | Colgate University..... | English. | Roman. |
| Kouka College..... | Cornell University..... | Roman. | Roman. |
| Le Roy..... | Kouka College..... | | Roman. |
| New York..... | Ingham University..... | English. | Roman. |
| | College of St. Francis Xavier..... | | Continental. |
| | College of the City of New York..... | | Roman. |
| | Columbia College..... | Roman. | Roman. |
| | Rutgers Female College..... | | Roman. |
| | University of the City of New York..... | Roman. | Roman. |
| Niagara University..... | Niagara University..... | | Roman. |
| Poughkeepsie..... | Vassar College..... | Continental. | Roman. |
| Rochester..... | University of Rochester..... | Roman. | Roman. ^a |
| Schenectady..... | Union University..... | Roman. | Roman. |
| Syracuse..... | Syracuse University..... | English. | Roman. |
| <i>North Carolina.</i> | | | |
| Chapel Hill..... | University of North Carolina..... | | Roman. |
| Charlotte..... | Biddle University..... | | Roman. |
| Davidson..... | Davidson College..... | | Roman. |
| Durham..... | Trinity College..... | Roman. | Roman. |
| Guilford College..... | Guilford College..... | | Continental. |
| Mount Pleasant..... | North Carolina College..... | Continental. | Roman. |
| Newton..... | Catawba College..... | | Roman. |
| Rutherford College..... | Rutherford College..... | Continental. | Roman. |
| Salisbury..... | Livingstone College..... | | Roman. |
| Wake Forest..... | Wake Forest College..... | Roman. | Roman. |
| <i>North Dakota.</i> | | | |
| Fargo..... | Fargo College..... | | Roman. |
| Rolla..... | Rolla University..... | | English. |
| University..... | University of North Dakota..... | | English. |
| <i>Ohio.</i> | | | |
| Akron..... | Buechel College..... | | Roman. |
| Alliance..... | Mt. Union College..... | Continental. | Roman. |
| Ashland..... | Ashland University..... | | Roman and English. |
| Athens..... | Ohio University..... | Roman. | Roman and English. |
| Berea..... | Baldwin University..... | Roman. | Roman. |
| Cincinnati..... | German Wallace College..... | | Roman. |
| | St. Joseph's College..... | | Continental. |
| | St. Xavier College..... | Continental. | Roman. |
| | University of Cincinnati..... | Roman. | Roman. |
| Cleveland..... | Western Reserve University..... | English. | Roman. |
| College Hill..... | Belmont College..... | | Roman. |
| Columbus..... | Capital University..... | | Continental. |
| | Ohio State University..... | | Roman. |
| Delaware..... | Ohio Wesleyan University..... | Roman. | Roman. |
| Findlay..... | Findlay College..... | | Roman. |
| Gambier..... | Kenyon College..... | English. | English. |
| Granville..... | Denison University..... | English. | Roman. |
| Hillsboro..... | Hillsboro College..... | | Roman. |
| Hiram..... | Hiram College..... | Roman. | Roman. |
| Marietta..... | Marietta College..... | English. | English. |
| New Athens..... | Franklin College..... | Continental. | Roman. |
| New Concord..... | Muskingum College..... | | Roman. |

^aFrom catalogue.

List of universities and colleges with the method of Latin pronunciation in use in the years 1876 and 1892—Continued.

| Location. | Name. | 1876. | 1892. |
|--------------------------|--|-------------------|-----------------------------|
| <i>Ohio—Continued.</i> | | | |
| Oberlin | Oberlin College | English | Roman. |
| Oxford | Miami University ..... | ..... | Roman. |
| Richmond | Richmond College | Continental | English. |
| Rio Grande | Rio Grande College ..... | ..... | Roman. |
| Scioto | Scioto College ..... | ..... | Roman. |
| Springfield | Wittenberg College ..... | ..... | Roman. |
| Tiffin | Heidelberg University | Continental | Roman. |
| Urbana | Urbana University | Continental | Continental. |
| Westerville | Otterbein University | English | Roman. |
| Wilberforce | Wilberforce University ..... | ..... | Roman. |
| Wilmington | Wilmington College | Roman | Roman. |
| Wooster | University of Wooster | Continental | Roman. |
| Yellow Springs | Antioch College | Roman | English. |
| <i>Oregon.</i> | | | |
| Eugene | University of Oregon ..... | ..... | English |
| Forest Grove | Pacific University | Roman | Roman. |
| McMinnville | McMinnville College ..... | ..... | Roman. |
| Philomath | Philomath College | English | English and Continental. |
| Salem | Willamette University | Continental | Roman and English. |
| <i>Pennsylvania.</i> | | | |
| Allegheny | Western University of Pennsylvania | English | Roman. |
| Allentown | Muhlenberg College | English | Continental. |
| Annville | Lebanon Valley College | English | Roman. |
| Beatty | St. Vincent College | Continental | Continental. |
| Beaver Falls | Geneva College ..... | ..... | Roman. |
| Bryn Mawr | Bryn Mawr College ..... | ..... | Roman. |
| Carlisle | Dickinson College ..... | ..... | Roman. |
| Chester | Pennsylvania Military Academy | Roman | English. |
| Collegeville | Ursinus College ..... | ..... | Roman. |
| Easton | Lafayette College | English | Roman. |
| Gettysburg | Pennsylvania College | English | Roman. |
| Greenville | Thiel College ..... | ..... | Continental. |
| Haverford College | Haverford College | Roman | Roman. |
| Lancaster | Franklin and Marshall College | Continental | Roman. |
| Lewisburg | Bucknell University | Roman | Roman. |
| Lincoln University | Lincoln University | Continental | Roman. |
| Loretto | St. Francis College ..... | ..... | Roman. |
| Meadville | Allegheny College | Continental | Roman. |
| New Berlin | Central Pennsylvania College ..... | ..... | Roman. |
| New Wilmington | Westminster College | Roman | Roman. |
| Philadelphia | La Salle College ..... | ..... | Roman. |
| Swarthmore | University of Pennsylvania ..... | ..... | Continental. |
| Swarthmore | Swarthmore College | Roman | Roman. |
| Villanova | Villanova College ..... | ..... | Roman. |
| Washington | Washington and Jefferson College ..... | ..... | Roman. |
| <i>Rhode Island.</i> | | | |
| Providence | Brown University ..... | ..... | Roman. |
| <i>South Carolina.</i> | | | |
| Charleston | College of Charleston | English | Continental. |
| Clinton | Presbyterian College of South Carolina ..... | ..... | Roman. |
| ..... | South Carolina College | English | (See p. 862.) |
| Due West | Erskine College ..... | ..... | English. |
| Greenville | Furman University | Continental | Roman. |
| Newberry | Newberry College | Roman | Roman. |
| Orangeburg | Clafin University ..... | ..... | English. |
| Spartanburg | Wofford College | English | Roman. |
| <i>South Dakota.</i> | | | |
| East Pierre | Pierre University ..... | ..... | Roman. |
| Mitchell | Dakota University ..... | ..... | Roman. |
| Redfield | Redfield College ..... | ..... | Roman. |
| Vermillion | University of South Dakota ..... | ..... | Roman. |
| Yankton | Yankton College ..... | ..... | Roman. |
| <i>Tennessee.</i> | | | |
| Bristol | King College ..... | ..... | Continental. |
| Chattanooga | U. S. Grant University | Continental | Roman. |
| Clarks ville | Southwestern Presbyterian University | Roman | Roman. |
| Decherd | Terrill College ..... | ..... | Roman. |

List of universities and colleges with the method of Latin pronunciation in use in the years 1876 and 1892—Continued.

| Location. | Name. | 1876. | 1892. |
|-----------------------------|---------------------------------------|--------------|---------------------|
| <i>Tennessee—Continued.</i> | | | |
| Hiwassee..... | Hiwassee College..... | ..... | English. |
| Jackson..... | Southwestern Baptist University..... | ..... | Roman. ^a |
| Knoxville..... | Knoxville College..... | ..... | Roman. |
| Lebanon..... | University of Tennessee..... | English. | Roman. |
| ..... | Cumberland University..... | English. | English and Roman. |
| McKenzie..... | Bethel College..... | ..... | English. |
| Memphis..... | Christian Brothers College..... | Continental. | Continental. |
| Mossy Creek..... | Carson and Newman College..... | ..... | English. |
| Nashville..... | Central Tennessee College..... | Continental. | Roman. |
| ..... | Roger Williams University..... | ..... | Roman. |
| ..... | Vanderbilt University..... | ..... | Roman. |
| Pikeville..... | People's College..... | ..... | Continental. |
| Sewanee..... | University of the South..... | English. | Roman. |
| Spencer..... | Burritt College..... | ..... | Roman. |
| Tuseulum..... | Greenville and Tuseulum College..... | ..... | Roman. |
| Washington College..... | Washington College..... | ..... | Roman. |
| <i>Texas.</i> | | | |
| Austin..... | University of Texas..... | ..... | Roman. |
| Fort Worth..... | Fort Worth University..... | ..... | Roman. |
| Georgetown..... | Southwestern University..... | English. | Roman. |
| Marble Falls..... | Marble Falls University..... | ..... | Continental. |
| Marshall..... | Wiley University..... | ..... | Roman. |
| Sherman..... | Austin College..... | Continental. | Roman. |
| Tehuacana..... | Trinity University..... | ..... | Roman. |
| Waco..... | Baylor University..... | English. | Roman. |
| <i>Utah.</i> | | | |
| Salt Lake City..... | University of Utah..... | Roman. | Roman. |
| <i>Vermont.</i> | | | |
| Burlington..... | University of Vermont..... | English. | English and Roman. |
| Middlebury..... | Middlebury College..... | Roman. | Roman. |
| <i>Virginia.</i> | | | |
| Ashland..... | Randolph-Macon College..... | Roman. | Roman. |
| Charlottesville..... | University of Virginia..... | Roman. | Roman. |
| Emory..... | Emory and Henry College..... | Roman. | Roman. |
| Hampden-Sidney..... | Hampden-Sidney College..... | Roman. | Roman. |
| Lexington..... | Washington and Lee University..... | Roman. | Roman. |
| Richmond..... | Richmond College..... | ..... | Roman. |
| Salem..... | Roanoke College..... | Continental. | Roman. |
| <i>Washington.</i> | | | |
| Colfax..... | Colfax College..... | ..... | Roman. |
| Seattle..... | University of Washington..... | ..... | Roman. |
| <i>West Virginia.</i> | | | |
| Bethany..... | Bethany College..... | Roman. | Roman. |
| Flemington..... | West Virginia College..... | Continental. | Continental. |
| Morgantown..... | West Virginia University..... | Continental. | Roman. |
| <i>Wisconsin.</i> | | | |
| Appleton..... | Lawrence University..... | English. | Roman. |
| Beloit..... | Beloit College..... | English. | English. |
| Franklin..... | Mission House..... | ..... | Continental. |
| Galesville..... | Gale College..... | Roman. | Roman. |
| Madison..... | University of Wisconsin..... | Roman. | Roman. |
| Milton..... | Milton College..... | English. | Roman. |
| Milwaukee..... | Marquette College..... | ..... | Continental. |
| Ripon..... | Ripon College..... | English. | Roman. |
| St. Francis..... | Seminary of St. Francis of Sales..... | ..... | Continental. |
| Watertown..... | Northwestern University..... | Continental. | Roman. |
| <i>Wyoming.</i> | | | |
| Laramie..... | University of Wyoming..... | ..... | Roman. |

^a From catalogue.

REMARKS BY PROFESSORS OF LATIN.

In addition to the answers given in the preceding tabulation, a number of the professors of Latin gave their reasons for using the methods employed by themselves. Some of these remarks are very interesting and profitable, as will be seen by an examination of them. The statements made are as follows:

University of Alabama.—The Roman is our standard, but we teach the English method also. Our students are trained to pronounce in both ways. (*Prof. William S. Wyman.*)

Hendrix College, Arkansas.—I use the Roman method, but am about persuaded that the English method would, upon the whole, prove more satisfactory. (*Prof. J. B. Clark.*)

University of California.—Roman. I do not feel quite satisfied with the weakening of the *v*, especially as it has its full consonant power in Italian and French. On the whole, I wish (vain wish) that the English and Americans had adopted the Italian system. (*Prof. Martin Kellogg.*)

Pierce Christian College, California.—We use the Continental, but it is my opinion that the English is the method for Americans. (*President William Henslee.*)

Washington College, California.—We use the Roman method altogether. We think it nearer correct, or nearer the ancient pronunciation, and there is a great gain to students who desire to study the leading modern languages of Europe, English excepted. (*President J. C. Keith.*)

Pacific Methodist College, California.—In my opinion the Roman method is the proper one, and should be used by all instructors of the Latin language. (*Prof. George W. Gooch.*)

Trinity College, Connecticut.—I use the English myself for most purposes, but I do not require it of the students. (*Prof. Samuel Hart.*)

Burford College, Georgia.—The Continental method is chiefly used as most euphonic and as more suitable where Spanish is spoken by many. English pronunciation is, to my mind, too harsh. (*President Lamont Gordon.*)

Clark University, Georgia.—We have used the English method up to this point, but intend a change to the Roman next year. (*Prof. W. H. Croghan.*)

Hedding College, Illinois.—We use the English method; will probably introduce the Roman next year. (*Prof. V. C. Randolph.*)

Northwestern University, Illinois.—English used at present. Change to Roman announced. (*Prof. Daniel Bonbright.*)

Illinois College.—English is now in use, but shall soon change to Roman. (*Prof. H. W. Johnston.*)

Northwestern College, Illinois.—English is used at present. Some thought of change. (*Prof. Henry C. Smith.*)

Augustana College, Illinois.—The English method is foreign, and thus destructive to the character of the Latin language; the Continental method is less so, but lacks sufficient qualifications for becoming universally accepted; the Roman method, being in full harmony with the character of the language, is the most natural, and has the best prospects of becoming universally adopted. The Roman method, therefore, is the only one that deserves to be favored. (*Prof. C. O. Granère.*)

Wheaton College, Illinois.—We use the English method for these reasons: 1. There is more or less uncertainty as to how the Romans sounded certain letters. 2. It is eminently more practical: (a) It enables the student, from resemblance of sounds, to detect the English word contained in the Latin; where such is the case, time and labor are saved, therefore, by transferring, or better, synonymizing. (b) It enables the student, in reading a page of English, to detect more readily from what Latin word it is derived, thus giving him its root meaning, etc. (*Prof. B. S. Fox.*)

Wabash College, Indiana.—Roman preferred as being phonetic, and as better suited to the expression of Latin words and phrases. (*Prof. H. M. Kingery.*)

Concordia College, Indiana.—We are still using the Continental method, but I am personally in favor of adopting the Roman. (*Prof. O. Siemon.*)

Union Christian College, Indiana.—I consider the English method superior to all others, because it is a help in pronouncing English. (*Prof. A. D. Woodworth.*)

Earlham College, Indiana.—English is used. There will probably be a change to the Roman at an early date. (*Prof. Marianna Brown.*)

German-English College, Iowa.—We employ the Roman method because we believe that it was the method employed by the Romans, and also that the vigor and force peculiar to any language is lost if the native and natural method of pronouncing such language is not retained. (*Prof. P. P. Rodenberger.*)

Coe College, Iowa.—I find the Roman method is much easier to learn and is used more correctly. (*Prof. R. A. Condit.*)

Parsons College, Iowa.—I use the English in my class-room work, though during the last term in the course I teach the Roman as a matter of information. (*Prof. E. A. Harkness.*)

Western College, Iowa.—We regard the Roman method as the most natural and helpful. (*Prof. H. W. Ward.*)

University of Kansas.—We use the Roman, because modern scholarship has shown it to be much nearer the pronunciation of Cicero than either of the others. (*Prof. D. H. Robinson.*)

St. Mary's College, Kansas.—We use the Continental method for vowels and diphthongs and the English for consonants. (*Prof. James J. O'Meara.*)

Wichita University, Kansas.—We have discarded the English and Continental methods and use only the Roman. The last or Roman method is better adapted to the nature of the Latin language and consequently is more euphonic than the other methods. In my opinion the Roman method is the method to be used, not only in the universities but also in the high schools throughout the country. (*Prof. S. A. Alt.*)

Berea College, Kentucky.—For some reasons I prefer the English, but it seemed to me necessary to change because of the large number of colleges using the Roman method and our students were confused when hearing the Roman method used. (*Prof. B. S. Hunting.*)

Kentucky University.—I think it very important that a movement should be made in the direction of securing that uniformity in the pronunciation of Latin out of literary institutions chiefly by lawyers, physicians, and pharmacists, which the general adoption of the "Roman" system by Latinists has brought about in academies, colleges, and universities. (*Prof. A. R. Milligan.*)

Straight University, Louisiana.—We use the Roman method in all our Latin work because, first, this approximates most nearly to the speech of the ancient Romans; second, its uniformity renders it easier than either of the other methods; third, the absence of all flat sounds of vowels renders the rhythm more pleasing to the ear. (*Prof. W. Scott Goss.*)

Bowdoin College, Maine.—The Roman method is used exclusively in Bowdoin College, and all fitting schools are urged to use it from the first. It is almost essential to any intelligent study of phonetic laws, of the language as a growth, or of comparative philology. It is necessary, however, to have all long syllables marked in advance as well as elementary texts. Otherwise we must choose between slovenly inaccuracy in pronunciation, or an insufferable and comparatively useless burden on the memory of teacher and pupils. (*Prof. William C. Lawton.*)

Loyola College, Maryland.—The Continental method is used in uttering vowels, while the English is employed in the use of the consonants. (*Prof. J. D. Downs.*)

Washington College, Maryland.—The Roman pronunciation is taught in this college because it is believed to approximate more nearly than any other to the true one. (*Prof. James R. Micon.*)

Olivet College, Michigan.—For scientific students, who take Latin two years for etymology merely, I note advantages in the English pronunciation; but for real Latin students who read the Latin of Cicero nothing equals the Roman method. The Roman method alone truly brings out the beauty of scansions in Virgil. (*Prof. George N. Ellis.*)

Gustavus Adolphus College, Minnesota.—We use the English method of Latin pronunciation, although somewhat under protest. (1) Because we are supposed to be behind the age. (2) Because foreigners, especially the Germans and Swedes, prefer the broad vowel sounds which would correspond more with their languages. The reason I have adhered to the English was because I believe it to be of a decided advantage in acquiring the English: (1) In the study of derivation of English, but (2) especially for pronunciation. We have even here at our institution men who were raised and educated in this country who invariably say "general" for general, and "just" for just, and instances of a like nature. One other thing I disapprove of in our Latin texts of late years, and that is the exclusion of the letter *j*. Although the ancient Latins may have known nothing of the letter *j*, yet since *i* must serve two purposes, viz, that of a vowel and a consonant, we may as well have a *j* and train our young people in a correct pronunciation of that letter. (*Prof. John Sander.*)

Mississippi College.—I am of the opinion that the beauty and harmony of the language can be obtained through no method as satisfactorily as by the Roman method. (*Prof. A. J. Aven.*)

Missouri Valley College.—I teach the Roman pronunciation with care, believing that it is decidedly better than the English method. Its superiority is unequivocal if the student is also to study another foreign language. So far as my knowledge goes, the public schools in this State decidedly favor the English method. (*Prof. Albert McGinnis.*)

Drury College, Missouri.—The lack of uniformity in the practice of the schools makes it difficult to maintain a consistent pronunciation. (*Prof. Arthur P. Hall.*)

Gates College, Nebraska.—The method of pronunciation is optional with the student, but some one system must be followed consistently. The Roman is recommended to the student, and is exclusively used by the instructors in this college. (*Prof. H. H. White.*)

Polytechnic Institute of Brooklyn, N. Y.—The Roman pronunciation was adopted by us in about 1860. After using it some five years the faculty unanimously resolved to go back to the English. The advantages of the Roman seemed to us trifling as compared with its disadvantages. At that time we consulted all leading colleges in this country, and also the Latin authorities in Oxford and Cambridge. One eminent Latin scholar remarked: "If my Latin instruction is to be an impediment to the student of English, I will drop it." We use the English, requiring the pupil to master the rules for Roman and Continental, but not their application in daily practice. (*President D. H. Cochran.*)

Vassar College, New York.—In addition to the quality given to each sound in pronunciation, I desire to call special attention to the importance of careful observance of the value of vowel quantities, whether long or short. Experience shows clearly that carelessness in this regard is a very prominent and serious defect in the use of any method of Latin pronunciation employed by American schools and colleges. (*Prof. J. Leverett Moore.*)

Findlay College, Ohio.—We use the Roman method. The reasons are as follows: 1. The analogy of vowel sounds to kindred languages. 2. The fitness of the pronunciation when acquired, and the ease of its acquisition. (*Prof. Chas. T. Fox.*)

Hiram College, Ohio.—There are, at least, six good reasons for using the Roman method of pronunciation: (1) Statements of Roman writers, *e. g.*, M. Varro, Cicero, Quintilianus, and other writers. (2) Orthography of Latin. It was pronounced as spelled. (3) Roman sounds represented by Greek letters. (4) Comparison of Italian, French, Spanish and Portuguese. (5) Tradition of scholars and of Roman Catholic church. (6) General principles of phonology. (*Prof. E. L. Hall.*)

Richmond College, Ohio.—The English method is used because the students' pronunciation of English is not injured. (*President G. W. MacMillan.*)

Otterbein University, Ohio.—I have used the Roman method for twelve years and have always regarded it as the only rational one. (*Prof. George Scott.*)

Wilberforce University, Ohio.—The Roman is used by us as we regard it the nearest approach to the method used by the Romans themselves. (*Prof. W. S. Scarborough.*)

University of Oregon.—We use the English. No one knows how Cicero pronounced his vernacular. There are some good reasons why we should use the English. I can't conceive of any reason or any good sense in our attempting to pronounce the Latin as the Germans or the French do. (*President J. W. Johnson.*)

South Carolina College.—I have been connected with the South Carolina College as professor of ancient languages nearly ten years, and during all that time have given preference to the English method of pronouncing Latin. At the same time, the Roman and Continental methods are taught and explained for the benefit of the student, to whom the largest discretion is allowed, the *sound* of the vowels and consonants being regarded as a matter of taste, while a false *quantity* is a capital offense. (*Prof. E. L. Patton.*)

Erskine College, South Carolina.—The English method is employed as being that which, in our judgment, can be most consistently followed throughout. (*Prof. J. M. Todd.*)

King College, Tennessee.—The Continental method is used. English method preferred for practical purposes, and because the Continental is, after all, arbitrary. (*Prof. G. W. A. Lyon.*)

Hiwassee College, Tennessee.—The Roman is foreign and unsatisfactory. There is no Continental method. English, by all means, for English-speaking peoples. (*President J. H. Brunner.*)

Central Tennessee College, Tennessee.—The Roman method is used. I do not approve of it for our students. It seems to interfere with their pronunciation of English and confuses them in getting the English of new words. So far as utility is concerned the pronunciation of Latin of course equals zero. I think Virgil would hardly understand one of our students reading or repeating the *Æneid* any more than the Parisian understands the French of one-half of our students of French. If our students need to exercise their vocal organs in sounds not in our language the living languages are open to us, and we can know when we are correct, more than can be said of any pronunciation of any dead tongue. (*President J. Braden.*)

University of Texas.—We use the Roman method as the only one that renders the euphonic laws intelligible, and as furnishing an invaluable key to the broad fundamental facts of the phonetics of modern European languages. (*Prof. Thomas FitzHugh.*)

Washington and Lee University, Virginia.—I use the quantitative Latin pronunciation; have insisted on this for about fifteen years, and with fairly good results, especially in the recitation of verses. I find it very hard to impress teachers of preparatory schools with the importance of insisting upon quantity as well as quality in rendering vowel sounds. I should be glad to see the quantity marked in school editions of *Cæsar* and *Cicero*. (*Prof. C. J. Harris.*)

Randolph-Macon College, Virginia.—I find the greater objection made to *c* and *g*

hard before *e* and *i*. But little less is the objection to sounding *v* as *w*. While the Roman method differs widely from the English and to some people appears affected and unnatural, yet in my judgment the weight of authority is decidedly in its favor. (*Prof. J. L. Buchanan.*)

THE LATIN OR ROMAN METHOD OF PRONUNCIATION.¹

Vowels.

Long and short vowels generally differ in quantity, not quality, of sound.

ā is sounded like our *a* in *father*. It has the rich Italian sound of that letter as indicated in the dictionaries of Worcester and Webster. The sounds we hear in *fate* and *fat* are unknown in the Latin *a*; so also is that intermediate sound, of which some otherwise good speakers are guilty in saying, or trying to say, "Our Father." *ā* has the sound of *a* in *diadem*.

ē is French *ê*, which Surenné properly represents as our *e* in *met*, very slightly prolonged. *ē* is same in quality, differing only in quantity. It is French *ê*, or *e*, in *met*, still more prolonged than *ê* in *très*. Thus, *fête*, as rapidly enunciated among the Parisians, is represented in the works of English lexicographers by *fate*. This is certainly a convenient, approximate sound.

ī, as *i* in *machine*; *î*, as *i* in *purity*. (See *sic* in Webster's Unabridged Dictionary.) *ō*, as *o* in *no*. For *ō* Roby gives *dot, not, omit*.

ū like *oo* in *moon*; *û* short, like *u* in *full*.

y intermediate between *i* and *u*. It is French *u* or German *ü* (Müller is nearer Miller than Muller). For convenience sake, then, rank *y* with *i*.

A short vowel rendered long by position, as, for instance, *e* in *est* and *esse* is still pronounced short.

Great care should be taken as to final short syllables, *e. g.*, *essē, amatūr, amatŭs*. Distinguish *fructūs* and *fructŭs*.

Diphthongs.

In all these each element is heard. Let the combination be rapid.

æ or *ai* like *ay* (yes). In rapid utterance it is nearly our personal pronoun of the first person; *ī* is a compound sound made up of *ah* and *ee*. See Walker's Dictionary.

au like *ow* in *now*. The analysis is *ah-oo*. The rapid combination is *ow* in *now*.

ei as in *vein*, slightly drawled, and not like the English *i* in *time*.

eu as *eh-oo*; many give the sound of *eu* in *feud*.

oe or *oi* like *oi* in *oil*.

ui like French *oui*; very nearly our pronoun *we*.

The American Philological Association recommends the use of the Italian sounds of the vowels and diphthongs.

Consonants.

d, f, h, k, l, n, p, t, as in English. So *b*, like English *b*, except that *bs = ps*—thus, *urb̄s, oorp̄s*.

c always hard, like English *k*. (See Bullion's Latin Grammar, section 17, 4, note.)

g always hard, as in *give*.

j like *j* in *hallelujah*; *i. e.*, like *y* in *yet*.

m at the end of words appears to have been scarcely audible. (Roby.)

nc is like *ngk*; as *ancōra*, like *anchor*.

ng like *ngg*; as *frango*, like *anger*.

qu as in *queen* (Roby); but the combination *quu* was odious to the Roman eye and ear. For *quum* always write *cum*. Even *equus* and *loquuntur* may be barely tolerated, and were usually written *equos* or *eeus* and *locuntur*.

r always trilled, as in French.

s always hissing, as in *this*; never like *z*; thus, *nos, pes, trans*. Every English compound with *trans* should have the hissing sound. See the English dictionaries, Worcester, Webster, Smart.

t with the pure sound of *t* always preserved. Thus, *natio, nah-te-o*, and not *nā-she-o* or *nah-she-o*. (See Bullion's Latin Grammar, section 17, 4.)

v is English *w*, or French *ou* in *oui*.

x is *ks*, never *gz*.

z occurs only in words of Greek origin, and is pronounced like *ξ*. Dr. Georg Curtius, in the elucidations of his Greek grammar (translated by Evelyn Abbott, John

¹Annual Report, 1878, p. 487.

Murray, London, pp. 233, 12 mo., \$2), says: "Z, therefore, which is shown by prosody to be a double consonant, must certainly be pronounced as *dz*, that is, *d* with a soft *s*."

ps preserves the sound of both its elements, as in *psalms*.

ph, *th*, *ch*, Roby maintains, are not pronounced as in either English or in German, but as *p+h*, *t+h*, *c+h*, or the ordinary *p*, *t*, *c*, immediately followed by a rough breathing. So Curtius as to the Greek; see *Elucidations*, p. 7. Those who would be annoyed by so much that is foreign to the English will take comfort in Hadley's statement (see grammar, section 17). "The letters φ , θ , χ , seem to have had at first the sound of *ph*, *th*, *ch*, in English *uphill*, *hothouse*, *blockhead*. But afterward they came to sound as in English *graphic*, *pathos*, and German *machen*, the last being a rough palatal sound, no longer heard in English." Many orthoëpists set down *ch* as practically *k*.

CHAPTER XXIII.

PROFESSIONAL INSTRUCTION.

I.

GRADUATION AND LICENSE.

The recent activity of the State in matters pertaining to the public health and intelligence is well known. In a Republic composed, in matters pertaining to the professions of medicine, of law, and of teaching, of many independent Commonwealths, such as is the United States, a great difficulty is experienced in securing uniformity in the regulations governing either admission to or practice of those professions. Our country, therefore, as a national unit can not be compared in the particulars mentioned above with the nations of Continental Europe, but such a comparison may very properly be instituted between any of the States of which the Union is composed and France or any other centralized government of Europe.

In France, for instance, the faculties established by Napoleon the First in 1808 were primarily examining and degree conferring bodies, such as is the University of London at the present day. These faculties (law, medicine, theology, letters, and sciences) constituted the higher education department of the University of France, and only by the faculties of which this department is composed can academic degrees be conferred. To enter one of the faculties it is necessary to have obtained the lowest degree conferred by the faculty of letters, that of bachelor, which may be compared, as to kind but not as to quality, to the admission examination held by our colleges. But the point to be marked is that the professors composing these faculties are employes of the state—paid by the state, promoted by the state, transferred by the state, and pensioned by the state. Thus it appears that in France the state has never relinquished its right to say what knowledge and experience should be possessed by the candidates for the professions of law and medicine, and of late has added to these the profession of teaching, though that in its elementary grades is regulated by the state department of elementary instruction, which with the department of secondary and higher education, form the University of France.

In Germany, on the other hand, the degree conferred by the faculties of medicine and law is merely an academic distinction such as is our M. A., and confers no right to practice in the case of medicine, or of appointment to public judicial positions in the case of law, that right being granted by a board of examiners appointed by the state; for law and medicine in Germany are taught only in universities, and these institutions still retain their corporate existence, though the state maintains a plenipotentiary, bearing the title of curator, within the walls of each. On the other hand, graduation from a school for training teachers is equivalent to being licensed; for the curriculum of the school, its administration, and its teachers have all been fixed or appointed by the state.

The following table shows how differently these matters are conducted in America. It would seem that of all the States Massachusetts alone has never delegated to a corporation, not even to her own normal schools (in the case of teachers), the right, in substance, to license her physicians, dentists, pharmacists, lawyers, or teachers. Other States are equally consistent in conferring that right, while others still are not so consistent, retaining within their own hands the right of examining pharmacists and lawyers, but not physicians. Indeed, there seems to be considerable apprehension that the pharmacists will improperly compound the drugs prescribed by the physician, an apprehension, however, which does not seem to be present as far as concerns the writer of the prescription.

Replies to the inquiry, "Are graduates admitted to practice in your State without further examination?"

| | Medicine. | | | | Lawyers. | Teachers. |
|---------------------------|-------------|-----------|--------------|----------------|----------|-----------|
| | Physicians. | Dentists. | Pharmacists. | Veterinarians. | | |
| North Atlantic Division: | | | | | | |
| Maine..... | Yes..... | | | | | (a) |
| New Hampshire..... | Yes..... | | | | | (b) |
| Vermont..... | Yes..... | | | | | Yes. |
| Massachusetts..... | No..... | No..... | No..... | | No..... | No. |
| Rhode Island..... | | | | | | No. |
| Connecticut..... | | | | | Yes..... | (a) |
| New York..... | Yes..... | Yes..... | No..... | Yes..... | No..... | Yes. |
| New Jersey..... | | | | | | Yes. |
| Pennsylvania..... | Yes..... | Yes..... | No..... | Yes..... | No..... | Yes. |
| South Atlantic Division: | | | | | | |
| Delaware..... | | | | | | |
| Maryland..... | Yes..... | Yes..... | Yes..... | | Yes..... | Yes. |
| District of Columbia..... | Yes..... | Yes..... | Yes..... | | No..... | Yes. |
| Virginia..... | No..... | | | | | Yes. |
| West Virginia..... | | | | | Yes..... | Yes.c |
| North Carolina..... | No..... | | | | No..... | No. |
| South Carolina..... | No..... | | | | | Yes. |
| Georgia..... | Yes..... | | | | Yes..... | |
| Florida..... | | | | | | Yes. |
| South Central Division: | | | | | | |
| Kentucky..... | Yes..... | Yes..... | Yes..... | | Yes..... | |
| Tennessee..... | Yes..... | Yes..... | | | Yes..... | Yes. |
| Alabama..... | No..... | | | | Yes..... | Yes. |
| Mississippi..... | | | | | Yes..... | No. |
| Louisiana..... | Yes..... | | | | Yes..... | Yes. |
| Texas..... | No..... | | | | No..... | Yes. |
| Arkansas..... | No..... | | | | | No. |
| North Central Division: | | | | | | |
| Ohio..... | Yes..... | Yes..... | No..... | | Yes..... | |
| Indiana..... | Yes..... | Yes..... | | | Yes..... | Yes. |
| Illinois..... | Yes..... | Yes..... | No..... | Yes..... | Yes..... | Yes. |
| Michigan..... | Yes..... | Yes..... | | | | Yes. |
| Wisconsin..... | | | | | Yes..... | Yes.c |
| Minnesota..... | No..... | | No..... | Yes..... | | No. |
| Iowa..... | Yes..... | | | | Yes..... | Yes.c |
| Missouri..... | Yes..... | Yes..... | Yes..... | | Yes..... | Yes. |
| North Dakota..... | | | | | | Yes. |
| South Dakota..... | | | | | | Yes. |
| Nebraska..... | Yes..... | | | | | Yes. |
| Kansas..... | | | | | | Yes. |
| Western Division: | | | | | | |
| Colorado..... | Yes..... | | | | | |
| Oregon..... | Yes..... | | | | No..... | Yes. |
| California..... | Yes..... | | | | Yes..... | Yes. |

a They may be.

b Not by law, but practically, yes.

c In Iowa, West Virginia, and Wisconsin a year more spent in actual service in the public schools of the State is required in addition to the diploma.

Leaving aside the material value of the diploma or degree as a license to practice, or tantamount to such, we may inquire whether the schools of theology in the United States are empowered by the State to grant degrees, or, to put the question more properly, whether the schools have very generally sought to obtain that privilege from the State. Of a list of 141 theological institutions reporting in 1889, 80 answer the question, "Are you authorized by law to confer degrees?" Of these 45 answer in the affirmative and 35 in the negative.

II.

ENDOWED CHAIRS IN PROFESSIONAL SCHOOLS.

It has been asserted both in Europe and here in America that fierce competition in the business of teaching will not produce the higher kind of instruction called for in the intelligent practice of the learned professions. When the State hires the teaching corps and is administered by patriotic persons who prefer men of character and understanding to such as have political friends, the evils of competition and the attendant evils of an undue number of schools and of inadequate instruction are minimized. But even in a country in which professional education is a business matter a remedy may be sought in endowment of chairs. A glance at the following

table will show how poorly the American schools of medicine and law are equipped in this way. As far as reported to the Bureau there is not in these two professions an endowed chair south or west of Philadelphia. Theology has been better cared for not only in the Eastern States, but also in the West and to some extent in the South.

Of the five endowed professorships that have been established in law schools four belong to Harvard University. These are the Royall, the Dane, the Bussey, and the Story chairs, the first two of which were established at a very early date in the history of this country, though it was not until 1829 that the Royall professorship became an integral part of the law department of the university.

In speaking of endowed professorships in the United States a reservation has to be made. A chair may be endowed in a university or in one of its departments, but a chair may also be endowed, less specifically it is true, by endowing the university or one of its departments. The university has the income to allot and every chair that receives regularly an allotment may be looked upon as endowed. It is impossible to enter into an intricate analysis of endowments of this kind at the present writing. A subsequent publication of this Bureau, however, will deal with the whole question of endowment of institutions of learning from a financial standpoint, which apparently is the proper method of approaching the subject.

Number of endowed chairs in professional schools.

| | Schools of— | | | | Schools of— | | |
|-------------------------------|-------------|-----------|------|--------------------------|-------------|-----------|------|
| | Medicine. | Theology. | Law. | | Medicine. | Theology. | Law. |
| United States | 5 | 171 | 5 | South Atlantic Division— | | | |
| North Atlantic Division | 5 | 93 | 5 | Continued: | | | |
| South Atlantic Division | | 18 | | Georgia | | 5 | |
| South Central Division | | 8 | | South Central Division: | | | |
| North Central Division | | 46 | | Kentucky | | 8 | |
| Western Division | | 6 | | North Central Division: | | | |
| North Atlantic Division: | | | | Ohio | | 15 | |
| Maine | | 4 | | Indiana | | 1 | |
| Massachusetts | 2 | 15 | 4 | Illinois | | 16 | |
| Connecticut | | 12 | 1 | Michigan | | 5 | |
| New York | 1 | 29 | | Wisconsin | | 1 | |
| New Jersey | | 16 | | Minnesota | | 3 | |
| Pennsylvania | 2 | 17 | 0 | Iowa | | 3 | |
| South Atlantic Division: | | | | Missouri | | 1 | |
| District of Columbia | | 1 | | Nebraska | | 1 | |
| Virginia | | 8 | | Kansas | | | 0 |
| South Carolina | | 4 | | Western Division: | | | |
| | | | | California | | 6 | |

III.

SCHOLARSHIPS AND FELLOWSHIPS.

The terms scholarship and fellowship, so commonly met with in connection with the discussion of college and university affairs, came from the English universities.¹ In a semiofficial publication of the University of Oxford a "college fellowship" is defined as "an eleemosynary institution which constitutes its holder a member for the time being of an intra-academical corporation, with a voice in its government and a claim upon its revenues." And further, these fellowships "were established for the promotion of religion and learning, and the original intention has been so far respected by subsequent usage that literary or scientific merit is still the basis of election; but a fellow once elected is at liberty to follow his own pursuits, whether they be literary or otherwise." "A scholarship," continues the same authority, "is an institution which constitutes its holder a member of an intra-academical corporation, without a voice in its government, but with a claim to instruction, to rooms, and to an allowance for maintenance." Beyond the difference between the fellow and the scholar, that one is an administrator and the other is not, a further difference is apparent, that the scholar is still obliged to follow the curriculum of the school and the fellow has gone beyond it, and, in a measure at least, is left to his own predilections.

¹ In Germany the word *Stipendium* is used to denote the financial part of the meaning of the term, and in France the word *Bourse*, the holder being called a *Boursier*.

Just in what sense the term scholarship was taken by the several professional schools of the United States, when asked, in 1889, as to the number of scholarships existing in those schools, can not be stated, as distinctions of English origin lose their specific English significance in America. What the answers were is exhibited in the following table.

It is much to be feared, however, that the school authorities who have favored the Bureau with answers to the question it asked of them have, in many cases, thoroughly misunderstood the word "scholarship." The answers received, especially in the cases of medicine and law, have led to the belief that prizes in the shape of current coin or of medals, or of professional books or instruments, have been denominated scholarships. This belief, however, does not include the case of Harvard University, where the faculty have established four scholarships of \$200 each, in addition to the two Barringer scholarships, respectively of \$300 and \$200, and the Cheever scholarship of \$200. It is hardly necessary to say that poverty as well as brains is essential to success in securing this largess from the university.

Replies to the inquiry, "Number of scholarships in your institution?"

| | Medicine (physicians only). | Theology. | Law. | | Medicine (physicians only). | Theology. | Law. |
|------------------------------|-----------------------------|-----------|------|-------------------------|-----------------------------|-----------|------|
| United States..... | 225 | 584 | 26 | South Central Division: | | | |
| North Atlantic Division..... | 46 | 374 | 14 | Kentucky | 2 | 7 | 0 |
| South Atlantic Division..... | 73 | 52 | 1 | Tennessee | 2 | 15 | 0 |
| South Central Division..... | 51 | 30 | 0 | Alabama | 47 | 8 | 0 |
| North Central Division..... | 54 | 116 | 11 | Mississippi | 0 | 0 | 0 |
| Western Division..... | 1 | 12 | 0 | Louisiana | 0 | 0 | 0 |
| | | | | Texas | 0 | 0 | 0 |
| North Atlantic Division: | | | | Arkansas | 0 | 0 | 0 |
| Maine..... | 0 | 2 | 0 | North Central Division: | | | |
| New Hampshire..... | 0 | 0 | 0 | Ohio..... | 0 | 35 | 10 |
| Vermont..... | 0 | 0 | 0 | Indiana..... | 25 | 0 | 0 |
| Massachusetts..... | 14 | 31 | 0 | Illinois..... | 7 | 69 | 0 |
| Connecticut..... | 0 | 55 | 0 | Michigan..... | 0 | 0 | 0 |
| New York..... | 6 | 142 | 8 | Wisconsin..... | 0 | 5 | 0 |
| New Jersey..... | 0 | 101 | 0 | Minnesota..... | 0 | 0 | 0 |
| Pennsylvania..... | 26 | 43 | 6 | Iowa..... | 0 | 3 | 0 |
| South Atlantic Division: | | | | Missouri..... | 22 | 4 | 1 |
| Maryland..... | 0 | 1 | 0 | Nebraska..... | 0 | 0 | 0 |
| District of Columbia..... | 8 | 2 | 0 | Kansas..... | 0 | 0 | 0 |
| Virginia..... | 0 | 18 | 1 | Western Division: | | | |
| West Virginia..... | 0 | 0 | 0 | Colorado..... | 0 | 4 | 0 |
| North Carolina..... | 0 | 5 | 0 | Oregon..... | 0 | 0 | 0 |
| South Carolina..... | 61 | 6 | 0 | California..... | 1 | 8 | 0 |
| Georgia..... | 4 | 20 | 0 | | | | |

IV.

DEGREES CONFERRED BY TECHNOLOGICAL SCHOOLS IN 1890-'91.

(AS FAR AS REPORTED. SEE, ALSO, P. 829).

The analysis of the following tables shows that of the degrees conferred in course by the technological colleges during 1890-'91, there were of—

| | Land grant. | Non land grant. |
|--|-------------|-----------------|
| Bachelor of science | 412 | 78 |
| Master of science | 20 | 1 |
| Bachelor of philosophy | 88 | 0 |
| Civil engineer | 31 | 50 |
| Bachelor of civil engineering | 17 | 0 |
| Mechanical engineer | 36 | 45 |
| Electric engineer | 28 | 2 |
| Bachelor of mechanical engineering | 15 | 0 |
| Bachelor of arts | 25 | 0 |
| Master of arts | 1 | 0 |
| Bachelor of literature..... | 14 | 2 |
| Master of literature..... | 1 | 0 |
| Mining engineer..... | 0 | 9 |
| Bachelor of agriculture..... | 8 | 0 |
| Metallurgical engineer..... | 0 | 2 |
| Doctor of veterinary medicine | 7 | 0 |
| Chemical engineer..... | 0 | 1 |

The 88 bachelors of ["natural"] philosophy of the table are students of one of the three courses of the Sheffield Scientific School of Yale University. These three courses are, chemistry, civil engineering, and medical biology. It may therefore be safe to assume that the great majority of the 88 degrees conferred on the students of the Sheffield school were for work accomplished in "science," or "civil engineering." Taking this assumption as a fact, it is very evident that the favorite or usual degree conferred by our technological schools is bachelor of science and next after it, though at a wide interval, comes the degree of civil engineering.

The degree of mechanical engineer is also well represented, both in the land grant and other technological institutions, and if to the number of degrees granted in mechanical engineering be added those conferred in the comparatively new degree of electrical engineering, it is probable that they would, when so combined, surpass in number the civil engineering degrees, even though each kind of degree be given its quota, now hidden in the indistinctive degree of "bachelor of science."

The degrees of bachelor of arts and of literature would seem to be out of place in a table appearing in a section of the report containing the statistics of technological institutions. However, ten institutions report that they granted this degree in 1890-'91; and had all the institutions endowed with the national land grant reported in the blanks for technological schools the number of such degrees here given would have been largely augmented.

The usual degrees granted to women students are bachelor of science or bachelor of literature.

Degrees conferred by schools and colleges endowed with the national land grant during 1890-'91.

University of Alabama, 20 B. S., 5 M. S.
 Arkansas Industrial University, 3 A. B., 4 B. C. E., 1 M. E.
 Colorado Agricultural College, 9 B. S. (4 on women).
 Sheffield Scientific School, 88 Ph. B., 3 C. E. (by Yale University).
 Delaware College, 3 A. B., 3 B. S.
 North Georgia Agricultural College, 10 A. B. (1 on a woman).
 University of Illinois, 1 A. B., 30 B. S., 2 B. L., 2 M. S., 1 M. L., 2 C. E.; and 1 M. A., 2 B. S., and 8 B. L. on women.
 Iowa Agricultural College, 1 M. S., 1 B. Ag., 7 D. V. M., 6 M. E., 8 C. E., 13 B. S.; and 4 B. L. on women.
 Kansas Agricultural College, 30 B. S., 1 M. S.; and 22 B. S., and 1 M. S. on women.
 Kentucky Agricultural and Mechanical College, 3 B. S., 1 C. E.; and 1 B. S. on a woman.
 Maine State College of Agriculture and Mechanic Arts, 7 B. S., 8 B. C. E., 6 B. M. E., 1 M. S., 2 C. E., 2 M. E.; and 1 M. S. on a woman.
 Maryland Agricultural College, 5 A. B.
 Massachusetts Agricultural College, 18 B. S.
 Massachusetts Institute of Technology, 102 B. S. (5 on women).
 Michigan Agricultural College, 31 B. S., 7 M. S.; and 1 B. S. on a woman.
 Mississippi Agricultural and Mechanical College, 12 B. S.
 Missouri School of Mines, 2 B. S., 1 M. E., 1 B. S.
 University of Nebraska Industrial College, 11 B. S. (3 on women).
 New Hampshire College of Agriculture and Mechanic Arts, 3 B. S.
 Rutgers Scientific School, 16 B. S.
 Cornell University, 46 B. S., 15 C. E., 26 M. E., 28 E. E., among others.
 Oregon Agricultural College, 1 B. S., 2 B. A. S.; and 1 B. S. on a woman.
 South Dakota Agricultural College, 14 B. S., 1 M. S.; and 6 B. S. on women.
 University of Tennessee, 3 B. A., 6 B. S.
 Texas Agricultural and Mechanical College, 7 B. M. E., 5 B. C. E., 4 B. S. A.
 Virginia Agricultural and Mechanical College, 1 B. Ag., 1 B. S., 2 B. Mech.

Degrees conferred by technological schools and colleges not endowed with the national land grant during 1890-'91.

Colorado School of Mines, 2 Metallurgical Engineers.
 Corcoran Scientific School, 3 C. E., 1 B. S.; and 1 B. S. on a woman.
 Rose Polytechnic Institute, 17 B. S.
 Lawrence Scientific School, 5 B. S.
 Worcester Polytechnic Institute, 33 B. S.
 Michigan Mining School, 6 Mining Engineers.
 Chandler School of Science and the Arts, 10 B. S.
 Thayer School of Civil Engineering, 4 C. E.

Polytechnic School of Washington University, 1 C. E., 1 M. S., 1 Chem. E., 3 Mining Eng.

Stevens Institute of Technology, 45 M. E.

John C. Green School of Science, 5 B. S., 3 C. E., 2 E. E.

Rensselaer Polytechnic Institute, 31 C. E.

Case School of Applied Science, 6 B. S.

Norwich University, 8 C. E., 2 B. L.

V.

STATE AID.

The only professional institutions that the States of the Union support to any noteworthy extent are the schools for training teachers and the quasi-technical schools endowed with the national land grants of 1862 and 1890 and several mining schools not in that category. Law, medical, and theological schools have been left to their own devices, but while the several States have contributed to the support of schools already heavily endowed by national grants, the piety of individuals has made theology the best endowed study in the land.

There can be no doubt of the propriety of private philanthropy endowing theological study or of the State's enterprise in supporting technical and pedagogical instruction, but it is difficult to discover why such consummately practical and important topics as law and medicine should be neglected by private benevolence or public caution. It seems to be conceded that unendowed instruction in law or medicine will be just as poorly given as unendowed instruction in theology or pedagogy. Yet we find instructors in both these sciences, thought to be necessarily state-supported on the continent of Europe, in America left to live upon the meager diet of tuition fees.

TABLE 1.—*Financial statement (as far as reported), of the colleges endowed by the act of 1862.*

| | From State. | From productive funds. | Productive funds. |
|---------------------------------|-------------|------------------------|-------------------|
| North Atlantic Division: | | | |
| Maine..... | \$12,250 | \$10,500 | \$231,200 |
| New Hampshire..... | 3,000 | 7,000 | 115,000 |
| Massachusetts..... | 20,000 | 16,435 | ..... |
| Connecticut..... | 6,632 | 12,300 | ..... |
| New York..... | ..... | ..... | ..... |
| New Jersey..... | ..... | ..... | ..... |
| South Atlantic Division: | | | |
| Delaware..... | ..... | 30,659 | ..... |
| Maryland..... | ..... | ..... | ..... |
| Virginia..... | 10,800 | 9,107 | 155,800 |
| South Carolina..... | ..... | 4,930 | 83,000 |
| Florida..... | 6,000 | 6,200 | 110,000 |
| South Central Division: | | | |
| Kentucky..... | 24,924 | 9,900 | 165,000 |
| Tennessee..... | ..... | 24,000 | ..... |
| Alabama..... | 18,800 | 20,280 | 253,500 |
| Mississippi..... | 32,321 | ..... | ..... |
| Texas..... | 19,000 | 14,280 | 204,000 |
| Arkansas..... | 25,650 | 10,400 | 130,000 |
| North Central Division: | | | |
| Indiana..... | ..... | 17,000 | 340,000 |
| Illinois..... | 28,100 | 24,000 | 470,000 |
| Michigan..... | 27,172 | 35,000 | 474,865 |
| Iowa..... | 48,000 | 49,371 | 679,685 |
| Missouri..... | ..... | ..... | ..... |
| South Dakota..... | 13,000 | ..... | ..... |
| Kansas..... | 7,250 | 35,771 | 498,806 |
| Western Division: | | | |
| Colorado..... | 44,000 | ..... | ..... |
| New Mexico..... | 7,000 | ..... | ..... |
| Arizona..... | 12,471 | ..... | ..... |
| Utah..... | 24,000 | ..... | ..... |
| Oregon..... | 7,500 | 11,000 | 110,000 |

TABLE 2.—*Amount received by State normal schools from public funds and expenditure for building and repairs during the year.*

[Many city schools can not report these items and are omitted.]

| | Received from State, county, or city. | Expended during year for buildings and repairs. | | Received from State, county, or city. | Expended during year for buildings and repairs. |
|-------------------------------|---------------------------------------|---|--------------------|---------------------------------------|---|
| United States | \$1,375,682 | \$410,405 | Kentucky | \$4,320 | ..... |
| North Atlantic Division | 645,567 | 225,412 | Tennessee | 11,097 | ..... |
| South Atlantic Division | 86,389 | 41,400 | Alabama | 31,419 | \$3,000 |
| South Central Division | 86,329 | 5,500 | Mississippi | 4,520 | ..... |
| North Central Division | 453,006 | 71,528 | Louisiana | 10,000 | 2,500 |
| Western Division | 104,500 | 66,565 | Texas | 20,000 | ..... |
| Maine | 20,073 | 279 | Arkansas | 4,973 | ..... |
| New Hampshire | 7,000 | ..... | Ohio | 5,000 | ..... |
| Vermont | 7,176 | ..... | Indiana | 30,000 | ..... |
| Massachusetts | 74,650 | 1,500 | Illinois | 96,979 | 4,000 |
| Rhode Island | 12,874 | ..... | Michigan | 26,360 | ..... |
| Connecticut | 20,000 | 25,000 | Wisconsin | 88,142 | 1,128 |
| New York | 335,990 | 70,633 | Minnesota | 58,500 | 15,000 |
| New Jersey | 24,276 | 48,000 | Iowa | 21,500 | 8,400 |
| Pennsylvania | 2143,528 | 80,000 | Missouri | 53,000 | 10,000 |
| Maryland | 10,500 | ..... | North Dakota | 500 | 20,000 |
| Virginia | 47,000 | ..... | South Dakota | 24,000 | ..... |
| West Virginia | 14,630 | 38,400 | Nebraska | 18,850 | 13,000 |
| North Carolina | 5,200 | ..... | Kansas | 22,175 | ..... |
| South Carolina | 1,050 | ..... | Arizona | 7,000 | ..... |
| Florida | 8,000 | 3,000 | Washington | 19,150 | 1,500 |
| | | | Oregon | 100 | 65 |
| | | | California | 78,250 | 65,000 |

a Through the courtesy of Principal Cooper, of the State Normal School at Edinboro, the Bureau is informed that "during the year 1890-'91 the State paid \$90,000 to its 12 normal schools. Part of this went to help students in certain studies and the rest to graduates. In the Edinboro school \$4,300 was paid to graduates and \$6,236 to those pursuing certain studies. This expenditure by the State helped the students and, indirectly, the school."

VI.

BENEFACCTIONS.

The gifts to institutions for professional instruction for 1890-'91 have been rather one-sided. Of a total of \$1,466,399, 63 per cent was given to theological schools, medicine following with 17 per cent, technology with 14 per cent, and law with nearly 1 per cent. The rest was received by schools for the training of teachers, though more than half of the amount received by those schools went to one institution—a "normal and industrial" school for colored youth. To nurse-training schools \$27,221 were given, of which \$25,000 was received by one institution. The amount given to nurse-training schools, however, has not been included in the grand total.

VII.

STATISTICS OF PERSONNEL AND ATTENDANCE.

In conformity with the intention stated in Chapter XI of the Report preceding this, the summaries that follow exhibit the statistical facts of *primary* importance in connection with the States in which the institutions reporting the facts are located. These facts are the number of schools, the number of instructors in them, and the number of students instructed within their walls during the period under review, and the graduates from them.

Taking the medical table as one whole, there is an increase of nearly 2,000 in the number enrolled over the figures reported for 1889-'90, and of 500 in graduates. Analysis of the table shows that 1,000, or 53 per cent, of this increase in enrollment was contributed by the schools for the class of medical practitioners called regular; 61, or 3 per cent, by the eclectics; 54, or 3 per cent, by the homeopathists, and 3 individuals by the physio-medical practitioners. The graduate schools as reported for each of the two years show an increase of nearly 400, the schools of dentistry an increase of 320, or nearly 17 per cent, and the schools of pharmacy an increase of 13. The schools of veterinary medicine increased their enrollment by 50, or nearly 3 per

cent of the whole increase of 2,000, and the enrollment at nurse-training schools increased by 61, or 3 per cent.

If we take the table by geographical divisions we find that 22 per cent of the increase is in schools of the North Atlantic Division, 19 per cent in those of the South Atlantic, 13 per cent in those of the South Central, 40 per cent in those of the North Central, and 6 per cent in those of the Western.

In canvassing the same facts for theology as has just been done for medicine, an increase of 315 in enrollment appears, and a slight decrease in the number of graduates. Of the increase in enrollment 65 per cent is in the South Atlantic Division and is mainly attributable to the presence of a school that had not reported for 1889-90. In other words the attendance on theological schools has increased but slightly.

Turning now to law, an increase of 731 in enrollment is shown, and of 303 in the number of graduates. Of this increase 75 per cent occurs north of Mason and Dixon's line and the Ohio and is equally divided between the North Atlantic and North Central States. Twenty per cent of the increase occurs in the South Atlantic States, leaving not quite 5 per cent for the States of the Southwest, of the Rocky Mountain region, and of the Pacific slope. It is at once apparent how the States of the Upper Mississippi Valley are forging ahead in the matter of medical and legal education, at least as far as numbers are concerned.

Now before alluding to the two remaining classes of professional schools, that is to say, technological and pedagogical schools, it is advisable to consider a feature of the schools for instruction in the so-called learned professions which will perhaps for many years serve to distinguish them from the other professional schools. This feature is that everywhere except in America, and even there theoretically, they are university or, in American phraseology, post-graduate schools of study. The university on the continent of Europe presupposes a very thorough training in Latin and Greek. It will thus be seen that the last two columns of Table 3 are interesting only to those who believe that a thorough drill in the literature and language of the Greeks and Romans, or in science with or without Latin, is a necessary preliminary to reading law, medicine, or theology. By such, however, it must be remembered that though many schools answer the Bureau's question candidly by giving either the number among the matriculates who have had a liberal education, as shown by the possession of a degree in letters or science, or by writing plainly the word "none" or figure "0," as requested, some persist in ignoring the question or in answering it with a dash or a "don't know." Thus it happens that 43 per cent of the students in schools for making physicians are not represented in the last column of the summary on p. 873, 28 per cent of the students in schools of theology do not appear in the last column of the summary on p. 877, and 23 per cent of the schools of law are omitted in the final column of the summary on p. 878. Under these conditions comparison with preceding years is a work replete with misleading statements unless a system of computations be inaugurated for the nonreporting schools. Indeed, for medicine, nearly half of whose schools do not report, it is hardly permissible even then to make such comparisons.

In regular medical schools 15 per cent of the number of students had obtained a degree in letters or science in schools returning an intelligible answer to the Bureau's question as to liberally educated men; in eclectic schools, 17 per cent; in homeopathic schools, 9 per cent; in physio-medical schools, none. Considering the regular schools alone, which schools contain over 80 per cent of the attendance at medical schools, it is found that in the States of the Atlantic slope 18 per cent of the students in schools reporting intelligibly, have a degree in letters or science; in the States of the Mississippi Valley and the Gulf, 12 per cent; and in the Rocky Mountain region and on the Pacific slope 10 per cent. The proportion of students represented on the last column of the summary (Table 3) varies; in the North Atlantic it is 71 per cent; in the South Atlantic it is 53 per cent; in the South Central it is 59 per cent; in the North Central 62 per cent; and in the Western it is 93 per cent.

Canvassing the same facts for schools of theology an improvement is shown as compared with the statistics of schools of medicine; for 39 per cent of the students in theological schools which answer the question as to liberally educated men intelligibly had received a degree in letters or science. The proportion of the whole attendance at theological schools that appears in the final column of the summary (Table 4) varies much. Thus in the North Atlantic Division 80 per cent is accounted for; in the South Atlantic 59 per cent; in the South Central 68 per cent; in the North Central 70 per cent; and in the Western 80 per cent. But greatly as the schools of the sections vary in the matter of reporting, still more do they vary in the number having a liberal education, for the proportion is 56 in every 100 in the North Atlantic, 16 in the South Atlantic, 25 in the South Central, and 32 in the North Central Division.

Finally, let us turn to law schools. In those that answer the question as to liberally educated men intelligibly, it is found that 23 per cent, had obtained a degree in letters or science. With the exception of the Southern States, particularly of those of

the South Atlantic, the reports are very full in the final column of the summary (Table 5), ranging from 87 to 95 of the whole attendance reported. It is noticeable, however, that the proportion of liberally educated men is much the largest in the North Atlantic States, in whose schools, as far as reported intelligibly, 38 in every hundred students had a degree in letters or science. In the North Central Division the proportion is 13 in every hundred, and in the other sections it ranges from 15 to 17 in the hundred.

The statistics of the schools of noncollegiate grade for training teachers show an increase in attendance in the professional departments of nearly 5,000, and of about 600 in graduates. Of the increase in students 97 per cent is due to the increase in the number of young women in attendance, they constituting about 70 per cent of the whole enrollment, which seems to be about the normal percentage. In the non-professional departments of these schools there were 5,968 students.

In this chapter only those manual training schools are considered which do not belong to a system of public schools. They are so few in number that it is convenient to bring them in here rather than to let them take their place in the detailed tables in Part III of this Report.

TABLE 3.—*Summary of statistics of schools of medicine, dentistry, pharmacy, for nurses, and for veterinarians, for 1890-'91.*

| | Number of schools. | Instructors. | | Students. | | Matriculates having a degree in letters or science. | |
|-------------------------------|--------------------|--|---------------|--|---|---|--|
| | | Resident in city or building containing institution. | Non-resident. | Different persons in attendance during the year. | Number graduating or completing full course of study. | Number of such matriculates. | Number of students in schools reporting such matriculates. |
| United States | 230 | 3, 670 | 304 | 26, 186 | 7, 379 | 1, 649 | 14, 559 |
| A.—BY CLASSES. | | | | | | | |
| Regular | 95 | 2, 014 | 133 | 14, 538 | 4, 303 | 1, 427 | 9, 329 |
| Eclectic | 9 | 109 | 18 | 780 | 213 | 57 | 339 |
| Homeopathic | 14 | 276 | 35 | 1, 220 | 392 | 67 | 734 |
| Physio-medical | 2 | 25 | 9 | 59 | 23 | 0 | 22 |
| Graduate | 9 | 285 | 8 | 1, 563 | ..... | ..... | ..... |
| Dental | 28 | 426 | 92 | 3, 016 | 1, 012 | 84 | 2, 150 |
| Pharmaceutical | 30 | 188 | 6 | 2, 884 | 733 | 33 | 1, 462 |
| Veterinary | 9 | 92 | 3 | 513 | 176 | 8 | 513 |
| Nurse training | 34 | 255 | ..... | 1, 613 | 527 | ..... | ..... |
| B.—BY GEOGRAPHICAL DIVISIONS. | | | | | | | |
| North Atlantic | 70 | 1, 358 | 118 | 10, 823 | 2, 831 | 740 | 5, 664 |
| South Atlantic | 29 | 386 | 18 | 2, 708 | 822 | 246 | 1, 480 |
| South Central | 24 | 264 | 14 | 2, 319 | 1, 104 | 217 | 1, 967 |
| North Central | 92 | 1, 420 | 136 | 8, 626 | 2, 473 | 428 | 4, 864 |
| Western | 15 | 242 | 18 | 710 | 149 | 45 | 584 |
| C.—BY STATES AND CLASSES. | | | | | | | |
| <i>Regular.</i> | | | | | | | |
| Maine | 1 | 2 | 6 | 99 | 29 | 18 | 99 |
| New Hampshire | 1 | 3 | 11 | 88 | 34 | 17 | 88 |
| Vermont | 1 | 8 | 13 | 212 | 49 | 12 | 212 |
| Massachusetts | 2 | 79 | 11 | 395 | 85 | 149 | 395 |
| Connecticut | 1 | 17 | 3 | 63 | 15 | 23 | 63 |
| New York | 9 | 310 | 5 | 2, 593 | 718 | 268 | 1, 297 |
| Pennsylvania | 5 | 217 | 4 | 1, 642 | 443 | 171 | 1, 467 |
| Maryland | 5 | 90 | 1 | 943 | 288 | 31 | 741 |
| District of Columbia | 4 | 81 | 9 | 424 | 92 | 13 | 300 |
| Virginia | 2 | 30 | 0 | 151 | 28 | 151 | 29 |
| North Carolina | 1 | 7 | 0 | 48 | 6 | No data. | ..... |
| South Carolina | 1 | 9 | 0 | 56 | 18 | No data. | ..... |
| Georgia | 4 | 56 | 0 | 383 | 172 | No data. | ..... |
| Kentucky | 4 | 49 | 0 | 1, 205 | 453 | 3 | 578 |
| Tennessee | 5 | 76 | 2 | 953 | 364 | 174 | 664 |
| Alabama | 1 | 14 | 0 | 148 | 39 | No data. | ..... |
| Louisiana | 2 | 30 | 1 | 399 | 105 | 26 | 399 |
| Texas | 1 | 15 | ..... | ..... | ..... | ..... | ..... |

a Neither students in graduate schools of medicine nor in nurse-training schools are included here.

TABLE 3.—Summary of statistics of schools of medicine, dentistry, pharmacy, for nurses, and for veterinarians, for 1890-'91—Continued.

| | Number of schools. | Instructors. | | Students. | | Matriculates having a degree in letters or science. | |
|-------------------------------------|--------------------|--|---------------|--|---|---|--|
| | | Resident in city or building containing institution. | Non-resident. | Different persons in attendance during the year. | Number graduating or completing full course of study. | Number of such matriculates. | Number of students in schools reporting such matriculates. |
| C.—BY STATES AND CLASSES—continued. | | | | | | | |
| Regular—Continued. | | | | | | | |
| Arkansas | 1 | 17 | 0 | 92 | 22 | No data. | |
| Ohio | 10 | 180 | 7 | 937 | 325 | 22 | 284 |
| Indiana | 3 | 53 | 6 | 190 | 69 | 18 | 190 |
| Illinois | 4 | 154 | 3 | 1,125 | 321 | 203 | 1,125 |
| Michigan | 3 | 76 | 0 | 625 | 169 | 41 | 455 |
| Minnesota | 2 | 35 | 9 | 159 | 21 | 0 | 21 |
| Iowa | 3 | 32 | 18 | 266 | 56 | 4 | 122 |
| Missouri | 9 | 197 | 4 | 880 | 286 | 38 | 393 |
| Nebraska | 2 | 28 | 10 | 57 | 10 | 3 | 43 |
| Colorado | 3 | 48 | 7 | 109 | 21 | 2 | 109 |
| Oregon | 2 | 37 | 1 | 45 | 7 | 2 | 19 |
| California | 3 | 64 | 2 | 246 | 58 | 34 | 246 |
| North Atlantic Division | 20 | 636 | 53 | 5,092 | 1,373 | 658 | 3,621 |
| South Atlantic Division | 17 | 273 | 10 | 2,005 | 604 | 195 | 1,060 |
| South Central Division | 14 | 201 | 3 | 2,802 | 983 | 203 | 1,641 |
| North Central Division | 36 | 755 | 57 | 4,239 | 1,257 | 333 | 2,633 |
| Western Division | 8 | 149 | 10 | 400 | 86 | 38 | 374 |
| United States | 95 | 2,014 | 133 | 14,538 | 4,303 | 1,427 | 9,329 |
| Eclectic. | | | | | | | |
| New York | 1 | 17 | 6 | 88 | 19 | 8 | 88 |
| Georgia | 1 | 7 | 0 | 46 | 16 | No data. | |
| Ohio | 2 | 25 | 2 | 322 | 91 | No data. | |
| Indiana | 1 | 10 | 3 | 50 | 13 | 18 | 50 |
| Illinois | 1 | 16 | 3 | 81 | 24 | 21 | 81 |
| Iowa | 1 | 8 | 3 | 32 | 11 | No data. | |
| Missouri | 1 | 14 | 1 | 120 | 33 | 10 | 120 |
| California | 1 | 12 | 0 | 41 | 6 | No data. | |
| North Atlantic Division | 1 | 17 | 6 | 88 | 19 | 8 | 88 |
| South Atlantic Division | 1 | 7 | 0 | 46 | 16 | | |
| North Central Division | 6 | 73 | 12 | 605 | 172 | 49 | 251 |
| Western Division | 1 | 12 | 0 | 41 | 6 | | |
| United States | 9 | 109 | 18 | 780 | 213 | 57 | 339 |
| Homeopathic. | | | | | | | |
| Massachusetts | 1 | 24 | 13 | 109 | 27 | 15 | 109 |
| New York | 2 | 59 | 2 | 186 | 53 | 27 | 186 |
| Pennsylvania | 1 | 24 | 0 | 221 | 60 | 7 | 221 |
| Ohio | 2 | 31 | 4 | 224 | 37 | 4 | 62 |
| Illinois | 2 | 55 | 1 | 353 | 150 | No data. | |
| Michigan | 1 | 16 | 2 | 71 | 18 | No data. | |
| Minnesota | 1 | 7 | 7 | 16 | 4 | 9 | 16 |
| Iowa | 1 | 5 | 3 | 44 | 17 | 1 | 44 |
| Missouri | 2 | 34 | 3 | 64 | 22 | 0 | 64 |
| California | 1 | 21 | 0 | 32 | 4 | 4 | 32 |
| North Atlantic Division | 4 | 107 | 15 | 516 | 140 | 49 | 516 |
| North Central Division | 9 | 148 | 20 | 672 | 248 | 14 | 186 |
| Western Division | 1 | 21 | 0 | 32 | 4 | 4 | 32 |
| United States | 14 | 276 | 35 | 1,220 | 392 | 67 | 734 |
| Graduate. | | | | | | | |
| New York | 2 | 113 | 5 | 909 | | | |
| Pennsylvania | 1 | 63 | 0 | 102 | | | |
| Louisiana | 1 | 14 | 0 | 56 | | | |
| Ohio | 1 | 24 | 0 | 11 | | | |
| Indiana | 1 | 6 | 0 | 34 | | | |
| Illinois | 3 | 65 | 3 | 451 | | | |

TABLE 3.—Summary of statistics of schools of medicine, dentistry, pharmacy, for nurses, and for veterinarians, for 1890-'91—Continued.

| | Number of schools. | Instructors. | | Students. | | Matriculates having a degree in letters or science. | |
|-------------------------------------|--------------------|--|----------------|--|---|---|--|
| | | Resident in city or building containing institution. | Non-residents. | Different persons in attendance during the year. | Number graduating or completing full course of study. | Number of such matriculates. | Number of students in schools reporting such matriculates. |
| C.—BY STATES AND CLASSES—continued. | | | | | | | |
| Graduate—Continued. | | | | | | | |
| North Atlantic Division | 3 | 176 | 5 | 1,011 | | | |
| South Central Division | 1 | 14 | 0 | 56 | | | |
| North Central Division | 3 | 95 | 3 | 496 | | | |
| United States | 9 | 285 | 8 | 1,563 | | | |
| Dentistry. | | | | | | | |
| Massachusetts | 2 | 39 | 10 | 114 | 44 | 1 | 114 |
| New York | 1 | 28 | 5 | 283 | 85 | 9 | 283 |
| Pennsylvania | 3 | 59 | 21 | 777 | 292 | 0 | 252 |
| Maryland | 2 | 50 | 8 | 387 | 140 | 48 | 387 |
| District of Columbia | 3 | 26 | 0 | 26 | 7 | 3 | 26 |
| Kentucky | 1 | 16 | 1 | 133 | 26 | 2 | 133 |
| Tennessee | 3 | 15 | 8 | 140 | 52 | 0 | 5 |
| Ohio | 1 | 10 | 3 | 208 | 75 | 4 | 208 |
| Indiana | 1 | 17 | 6 | 96 | 39 | 2 | 96 |
| Illinois | 3 | 56 | 4 | 227 | 67 | 8 | 227 |
| Michigan | 1 | 5 | 2 | 132 | 29 | 2 | 132 |
| Minnesota | 1 | 26 | 0 | 37 | 7 | 0 | 37 |
| Iowa | 1 | 11 | 9 | 184 | 53 | 5 | 184 |
| Missouri | 2 | 37 | 7 | 197 | 79 | No data. | |
| Colorado | 1 | 11 | 0 | 12 | 5 | 0 | 12 |
| California | 1 | 26 | 8 | 63 | 16 | 0 | 63 |
| North Atlantic Division | 6 | 126 | 36 | 1,174 | 421 | 10 | 649 |
| South Atlantic Division | 5 | 76 | 8 | 413 | 147 | 51 | 413 |
| South Central Division | 4 | 25 | 9 | 273 | 78 | 2 | 138 |
| North Central Division | 11 | 162 | 31 | 1,081 | 345 | 21 | 884 |
| Western Division | 2 | 37 | 8 | 75 | 21 | 0 | 75 |
| United States | 28 | 426 | 92 | 3,016 | 1,012 | 84 | 2,159 |
| Pharmacy. | | | | | | | |
| Massachusetts | 1 | 9 | 0 | 270 | 27 | 4 | 270 |
| New York | 3 | 20 | 0 | 425 | 156 | 1 | 140 |
| Pennsylvania | 2 | 10 | 0 | 651 | 187 | 8 | 51 |
| Maryland | 1 | 3 | 0 | 125 | 30 | No data. | |
| District of Columbia | 2 | 10 | 0 | 55 | 22 | 0 | 7 |
| South Carolina | 1 | 10 | 0 | 25 | 1 | No data. | |
| Kentucky | 2 | 11 | 0 | 124 | 24 | 10 | 124 |
| Tennessee | 2 | 10 | 2 | 31 | 6 | 1 | 31 |
| Louisiana | 1 | 3 | 0 | 33 | 13 | 1 | 33 |
| Ohio | 2 | 22 | 0 | 101 | 30 | 0 | 191 |
| Indiana | 1 | 4 | 3 | 65 | 22 | 0 | 22 |
| Illinois | 2 | 14 | 0 | 421 | 86 | 0 | 183 |
| Michigan | 1 | 10 | 0 | 91 | 30 | 2 | 93 |
| Minnesota | 1 | 5 | 0 | 4 | 1 | 0 | 4 |
| Wisconsin | 1 | 5 | 0 | 56 | 16 | 0 | 56 |
| Iowa | 2 | 12 | 1 | 61 | 5 | 2 | 17 |
| Missouri | 2 | 11 | 0 | 194 | 52 | 1 | 194 |
| Kansas | 1 | 6 | 0 | 36 | 6 | 0 | 36 |
| Colorado | 1 | 4 | 0 | 13 | 4 | No data. | |
| California | 1 | 9 | 0 | 103 | 15 | 3 | 103 |
| North Atlantic Division | 6 | 39 | 0 | 1,346 | 370 | 13 | 461 |
| South Atlantic Division | 4 | 23 | 0 | 205 | 53 | 0 | 7 |
| South Central Division | 5 | 24 | 2 | 183 | 43 | 12 | 183 |
| Northern Central Division | 13 | 89 | 4 | 1,029 | 248 | 5 | 704 |
| Western Division | 2 | 13 | 0 | 116 | 19 | 3 | 103 |
| United States | 30 | 188 | 6 | 2,884 | 733 | 33 | 1,463 |

TABLE 3.—*Summary of statistics of schools of medicine, dentistry, pharmacy, for nurses, and for veterinarians, for 1890-'91—Continued.*

| | Num- ber of schools. | Instructors. | | Students. | | Matriculates hav- ing a degree in letters or science. | |
|--|----------------------------|--------------|---------|---|---|---|---|
| | | Male. | Female. | Different persons in attend- ance dur- ing the year. | Number graduat- ing or complet- ing full course of study. | Num- ber of such ma- tric- ulates. | Number of stu- dents in schools report- ing such matricu- lates. |
| C.—BY STATES AND CLASSES—con- tinued. | | | | | | | |
| <i>Nurse-training.</i> | | | | | | | |
| Vermont | 1 | 5 | 1 | 31 | 0 | | |
| Massachusetts | 5 | 39 | 28 | 315 | 80 | | |
| Rhode Island | 1 | 15 | 1 | 43 | 9 | | |
| Connecticut | 1 | 0 | 8 | 66 | 25 | | |
| New York | 12 | 51 | 30 | 559 | 196 | | |
| New Jersey | 2 | 0 | 2 | 48 | 17 | | |
| Pennsylvania | 4 | 2 | 7 | 205 | 83 | | |
| District of Columbia | 1 | 7 | 0 | 39 | 2 | | |
| Indiana | 1 | 10 | 2 | 18 | 8 | | |
| Illinois | 1 | 0 | 3 | 115 | 46 | | |
| Michigan | 2 | 21 | 6 | 75 | 31 | | |
| Minnesota | 1 | 0 | 5 | 21 | 8 | | |
| Missouri | 1 | 0 | 2 | 32 | 9 | | |
| California | 1 | 1 | 9 | 46 | 13 | | |
| North Atlantic Division | 26 | 112 | 77 | 1,267 | 410 | | |
| South Atlantic Division | 1 | 7 | 0 | 39 | 2 | | |
| North Central Division | 6 | 31 | 18 | 261 | 102 | | |
| Western Division | 1 | 1 | 9 | 46 | 13 | | |
| United States | 34 | 151 | 104 | 1,613 | 527 | | |

TABLE 4.—*Summary of statistics of schools of theology, for 1890-'91.*

| | Num- ber of schools. | Professors and in- structors. | | Students. | | Matriculates hav- ing a degree in science or letters. | |
|-------------------------------|----------------------------|---|-------------------|---|---|---|---|
| | | Resident in city or building contain- ing insti- tution. | Non- resident. | Different persons in attend- ance dur- ing the year. | Number graduat- ing or complet- ing full course of study. | Num- ber of such ma- tricu- lates. | Number of stu- dents in schools reporting such matricu- lates. |
| United States | 143 | 652 | 82 | 7,328 | 1,324 | 2,066 | 5,287 |
| North Atlantic Division | 41 | 250 | 49 | 2,600 | 555 | 1,172 | 2,097 |
| South Atlantic Division | 23 | 103 | 4 | 993 | 130 | 96 | 582 |
| South Central Division | 17 | 50 | 11 | 661 | 67 | 114 | 452 |
| North Central Division | 57 | 234 | 16 | 3,008 | 553 | 683 | 2,104 |
| Western Division | 5 | 15 | 2 | 66 | 19 | 1 | 52 |
| Maine | 2 | 9 | 0 | 54 | 9 | 7 | 54 |
| Massachusetts | 7 | 50 | 9 | 413 | 77 | a196 | 413 |
| Connecticut | 2 | 21 | 8 | 208 | 62 | 191 | 208 |
| New York | 9 | 62 | 10 | 719 | 159 | 325 | 559 |
| New Jersey | 5 | 26 | 3 | 381 | 104 | b224 | 381 |
| Pennsylvania | 16 | 82 | 19 | 825 | 144 | 229 | 482 |
| Maryland | 5 | 25 | 3 | 356 | 47 | 58 | 279 |
| District of Columbia | 3 | 24 | 1 | 113 | 11 | 12 | 72 |
| Virginia | 3 | 17 | 0 | 196 | 36 | 16 | 132 |
| North Carolina | 4 | 9 | 0 | 89 | 1 | 0 | 9 |
| South Carolina | 6 | 11 | 0 | 94 | 19 | 6 | 11 |
| Georgia | 2 | 7 | 0 | 145 | 16 | 4 | 79 |
| Kentucky | 3 | 15 | 0 | 317 | 28 | 64 | 176 |
| Tennessee | 8 | 23 | 9 | 229 | 33 | 50 | 186 |
| Alabama | 2 | 3 | 0 | 33 | 5 | 0 | 33 |
| Louisiana | 3 | 7 | 0 | 47 | 0 | 0 | 47 |
| Texas | 1 | 2 | 2 | 25 | 1 | No data. | |
| Ohio | 13 | 47 | 3 | 433 | 94 | 76 | 306 |
| Indiana | 3 | 26 | 4 | 328 | 12 | 10 | 89 |
| Illinois | 16 | 71 | 4 | 1,073 | 234 | 380 | 1,027 |
| Michigan | 3 | 9 | 0 | 92 | 14 | 8 | 92 |
| Wisconsin | 4 | 24 | 0 | 339 | 53 | 30 | 79 |
| Minnesota | 5 | 24 | 2 | 171 | 50 | 23 | 99 |
| Iowa | 6 | 16 | 1 | 182 | 27 | 8 | 89 |
| Missouri | 5 | 13 | 1 | 366 | 66 | 148 | 299 |
| Nebraska | 2 | 4 | 1 | 24 | 3 | 0 | 24 |
| Colorado | 1 | 1 | 0 | 2 | 2 | 1 | 2 |
| Oregon | 1 | 3 | 0 | 11 | 0 | 0 | 11 |
| California | 3 | 11 | 2 | 53 | 17 | 0 | 39 |

a Does not include 7 graduates of other theological schools studying at Harvard Divinity School.

b Does not include 17 who had not completed a collegiate course.

TABLE 5.—*Summary of statistics of schools of law, for 1890-'91.*

| | Num- ber of schools. | Professors and instructors. | | Students. | | Matriculates hav- ing a degree in science or letters. | |
|-------------------------------|----------------------------|---|-------------------|--|--|---|---|
| | | Resident in city or building contain- ing insti- tution. | Non- resident. | Different persons in attend- ance dur- ing the year. | Gradu- ates at close of year. | Num- ber of such matricu- lates. | Number of stu- dents in schools reporting such matricu- lates. |
| United States | 54 | 322 | 84 | 5,252 | 1,727 | 942 | 4,047 |
| North Atlantic Division | 10 | 124 | 20 | 1,784 | 390 | 592 | 1,558 |
| South Atlantic Division | 13 | 55 | 9 | 1,158 | 395 | 68 | 449 |
| South Central Division | 10 | 29 | 2 | 369 | 166 | 43 | 252 |
| North Central Division | 18 | 102 | 53 | 1,815 | 744 | 220 | 1,668 |
| Western Division | 3 | 12 | 0 | 126 | 32 | 19 | 120 |
| Massachusetts | 2 | 29 | 3 | 474 | 86 | 247 | 474 |
| Connecticut | 1 | 25 | 0 | 116 | 55 | 47 | 116 |
| New York | 5 | 59 | 9 | 1,001 | 199 | 291 | 951 |
| Pennsylvania | 2 | 11 | 8 | 193 | 50 | 7 | 17 |
| Maryland | 1 | 7 | 0 | 100 | 22 | 16 | 100 |
| District of Columbia | 4 | 31 | 3 | 747 | 287 | 2 | 63 |
| Virginia | 2 | 5 | 0 | 190 | 54 | 32 | 190 |
| West Virginia | 1 | 2 | 0 | 25 | ----- | No data. | |
| North Carolina | 1 | 2 | 1 | 35 | 4 | 7 | 35 |
| South Carolina | 2 | 2 | 0 | 42 | 11 | 4 | 42 |
| Georgia | 2 | 6 | 5 | 19 | 17 | 7 | 19 |
| Kentucky | 1 | 3 | 0 | 29 | 12 | No data. | |
| Tennessee | 4 | 10 | 0 | 124 | 72 | 18 | 66 |
| Alabama | 1 | 3 | 0 | 30 | 20 | 12 | 20 |
| Mississippi | 1 | 3 | 2 | 23 | 10 | 5 | 23 |
| Louisiana | 1 | 5 | 0 | 57 | 25 | 3 | 57 |
| Texas | 1 | 2 | 0 | 76 | 26 | 5 | 76 |
| Arkansas | 1 | 3 | 0 | 30 | 1 | No data. | |
| Ohio | 1 | 5 | 0 | 153 | 87 | 32 | 153 |
| Indiana | 3 | 9 | 9 | 132 | 40 | 22 | 132 |
| Illinois | 4 | 30 | 17 | 224 | 89 | 2 | 165 |
| Michigan | 1 | 8 | 8 | 587 | 279 | 85 | 587 |
| Wisconsin | 1 | 6 | 3 | 118 | 62 | 17 | 118 |
| Minnesota | 1 | 9 | 8 | 176 | 49 | 10 | 176 |
| Iowa | 2 | 11 | 3 | 198 | 63 | 10 | 161 |
| Missouri | 2 | 11 | 4 | 156 | 46 | 38 | 156 |
| Nebraska | 1 | ----- | ----- | ----- | ----- | ----- | ----- |
| Kansas | 2 | 13 | 1 | 71 | 29 | 4 | 20 |
| Oregon | 2 | 8 | 0 | 42 | 11 | 5 | 36 |
| California | 1 | 4 | 0 | 84 | 21 | 14 | 84 |

TABLE 6.—*Summary of statistics of schools for training teachers wholly or partially supported by public funds, for 1890-'91.*

| | Num- ber of schools. | Teaching Staff. | | Professional students. | | |
|-------------------------------|----------------------------|--|--|------------------------|---------|------------------------------|
| | | For stu- dents in profes- sional course. | Wholly for other depart- ments. | Male. | Female. | Gradu- ates, 1890-'91. |
| United States | 131 | 1,361 | 217 | 9,312 | 22,480 | 5,060 |
| North Atlantic Division | 54 | 675 | 76 | 3,427 | 11,813 | 3,005 |
| South Atlantic Division | 19 | 119 | 42 | 970 | 1,253 | 312 |
| South Central Division | 17 | 121 | 50 | 1,081 | 1,485 | 327 |
| North Central Division | 31 | 370 | 38 | 3,626 | 6,806 | 1,117 |
| Western Division | 10 | 76 | 11 | 208 | 1,223 | 299 |
| Maine | 5 | 28 | 0 | 116 | 469 | 123 |
| New Hampshire | 2 | 7 | 0 | 3 | 111 | 34 |
| Vermont | <i>a</i> 2 | 15 | 0 | 43 | 226 | 65 |
| Massachusetts | 10 | 86 | 9 | 42 | 996 | 250 |
| Rhode Island | 1 | 9 | 0 | 2 | 201 | 24 |
| Connecticut | <i>a</i> 2 | 43 | 0 | 1 | 494 | 104 |
| New York | 14 | 202 | 35 | 788 | 4,154 | 1,147 |
| New Jersey | 3 | 24 | 13 | 31 | 417 | 161 |
| Pennsylvania | 14 | 261 | 19 | 2,401 | 4,835 | 1,097 |
| Maryland | 1 | 9 | 0 | 20 | 215 | 64 |
| District of Columbia | 2 | 11 | 5 | 2 | 69 | 68 |
| Virginia | 4 | 47 | 29 | 349 | 271 | 81 |
| West Virginia | 6 | 32 | 3 | 434 | 419 | 47 |
| North Carolina | 3 | 9 | 1 | 99 | 177 | 12 |
| South Carolina | 1 | 5 | 0 | 0 | 54 | 34 |
| Florida | 2 | 6 | 4 | 66 | 48 | 6 |
| Kentucky | 1 | 6 | 0 | 0 | 36 | 36 |
| Tennessee | 2 | 24 | 6 | 117 | 217 | 77 |
| Alabama | 8 | 58 | 27 | 688 | 779 | 101 |
| Mississippi | 3 | 10 | 14 | 116 | 91 | 6 |
| Louisiana | 1 | 7 | 3 | 16 | 122 | 18 |
| Texas | 1 | 11 | 0 | 101 | 219 | 78 |
| Arkansas | 1 | 5 | 0 | 43 | 21 | 11 |
| Ohio | 4 | 28 | 7 | 75 | 201 | 105 |
| Indiana | 2 | 21 | 9 | 400 | 641 | 60 |
| Illinois | 3 | 56 | 4 | 474 | 769 | 119 |
| Michigan | 1 | 29 | 0 | 309 | 600 | 124 |
| Wisconsin | 4 | 50 | 13 | 352 | 854 | 109 |
| Minnesota | 4 | 51 | 3 | 177 | 691 | 138 |
| Iowa | 3 | 30 | 0 | 296 | 664 | 105 |
| Missouri | 5 | 52 | 1 | 879 | 1,158 | 273 |
| North Dakota | 1 | 5 | 1 | 16 | 21 | 0 |
| South Dakota | 2 | 18 | 0 | 112 | 240 | 22 |
| Nebraska | 1 | 13 | 0 | 122 | 347 | 62 |
| Kansas | 1 | 17 | 0 | 414 | 620 | ..... |
| Arizona | 1 | 2 | 0 | 14 | 25 | 2 |
| Washington | 2 | 10 | 0 | 8 | 17 | 0 |
| Oregon | 3 | 13 | 11 | 76 | 96 | 33 |
| California | 4 | 49 | 0 | 110 | 985 | 264 |

a One school not reporting.

TABLE 7.—Summary of statistics of schools for training teachers receiving no aid from public funds, for 1890-'91.

| | Num-ber of schools. | Teaching staff. | | Students. | | | |
|-------------------------------|---------------------|---|---|---------------|--------|--------------------------|-------------------|
| | | For stu-dents in profes-sional course or depart-ment. | Wholly engaged in non-professional de-part-ments. | Professional. | | | Nonpro-fessional. |
| | | | | Men. | Women. | Grad-uates dur-ing year. | |
| United States | 46 | 257 | 151 | 6, 072 | 4, 443 | 996 | 4, 335 |
| North Atlantic Division | 1 | 6 | 0 | 112 | 130 | 16 | 11 |
| South Atlantic Division | 8 | 33 | 18 | 262 | 221 | 38 | 801 |
| South Central Division | 11 | 38 | 36 | 341 | 435 | 141 | 1, 034 |
| North Central Division | 22 | 170 | 90 | 5, 294 | 3, 556 | 801 | 2, 152 |
| Western Division | 4 | 10 | 7 | 63 | 101 | 0 | 337 |
| Pennsylvania | 1 | 6 | 0 | 112 | 130 | 16 | 11 |
| West Virginia | 1 | 4 | 2 | 30 | 15 | 5 | 43 |
| North Carolina | 2 | 8 | 2 | 110 | 78 | 0 | 2 |
| South Carolina | 3 | 11 | 11 | 82 | 97 | 21 | 623 |
| Georgia | 1 | 6 | 1 | 25 | 21 | 10 | 39 |
| Florida | 1 | 4 | 2 | 15 | 10 | 2 | 94 |
| Kentucky | 1 | ----- | ----- | 60 | 40 | 75 | 152 |
| Tennessee | 2 | 10 | 11 | 80 | 98 | 8 | 360 |
| Alabama | 2 | 7 | 7 | 89 | 151 | 7 | 0 |
| Mississippi | 2 | 12 | 3 | 90 | 120 | 27 | 247 |
| Louisiana | 2 | 2 | 10 | 5 | 6 | 11 | 8 |
| Texas | 1 | 4 | 2 | 13 | 12 | 10 | 53 |
| Arkansas | 1 | 3 | 3 | 4 | 8 | 3 | 214 |
| Ohio | 5 | 26 | 35 | 1, 310 | 638 | 69 | 1, 547 |
| Indiana | 4 | 59 | 0 | 3, 012 | 1, 794 | 567 | 162 |
| Illinois | 3 | 16 | 13 | 270 | 474 | 35 | 141 |
| Wisconsin | 2 | 20 | 0 | 47 | 15 | 14 | 55 |
| Iowa | 4 | 15 | 37 | 110 | 132 | 12 | 177 |
| Missouri | 1 | 6 | 0 | 45 | 78 | 10 | 0 |
| Nebraska | 1 | 12 | 0 | 450 | 375 | 64 | 0 |
| Kansas | 2 | 16 | 5 | 50 | 50 | 30 | 70 |
| Wyoming | 1 | 3 | 0 | 0 | 7 | 0 | 5 |
| Washington | 1 | 3 | 0 | 10 | 20 | 0 | 82 |
| California | 2 | 4 | 7 | 53 | 74 | 0 | 250 |

CHAPTER XXIV.

EDUCATION IN SOUTHWESTERN VIRGINIA.

By REV. A. D. MAYO, M. A.

In the year 1734, Orange County of the colony of Virginia in theory included the whole of the present United States of America west of the Blue Ridge Mountains. In 1738 the new counties of Augusta and Frederick covered the vast area of the present States of West Virginia, Ohio, Indiana, Illinois, Michigan, Wisconsin, and the major part of what is now the New Dominion. In 1763, by treaty with France, Virginia was reduced to the territory east of the Mississippi River and north of the present boundary of Tennessee. Later, in the early days of the new Republic, the release of her ancient claim upon the original Northwest curtailed her boundary to the still noble dimensions of the commonwealth of 1860. The secession of "the Mother of Presidents" from the Union her great statesmen had done so much to create, in 1861, was the signal for an important section of her own territory to follow her example, and the present State of West Virginia is now a prosperous and worthy member of the splendid group of seven northwestern commonwealths between the Alleghanies and the Mississippi. The Virginia of to-day consists of the one hundred counties between the sea and the high mountain ranges which divide its southwestern realm from West Virginia, Tennessee, and North Carolina. What may be called southwestern Virginia, for the purpose of this essay, with no attempt at strict accuracy in the division, is contained in the twenty-five counties between the city of Roanoke and the western border of the State. The names of these counties are Roanoke, Craig, Alleghany, Bath, Highland, Giles, Bland, Buchanan, Dickinson, Wise, Lee, Scott, Russell, Washington, Tazewell, Smyth, Grayson, Wythe, Pulaski, Montgomery, Floyd, Carroll, Patrick, Henry, Franklin.

In the year 1865, at the close of the great civil conflict, the Old Dominion, east of Augusta County, presented one of the most melancholy specimens of the ruin wrought by war in modern times. For four years it had been the most desperate battle ground for the preservation of the Union. As the mighty struggle neared its conclusion the grand armies of the Republic and the Confederacy, led by their most eminent commanders, all turned their faces toward east Virginia. Here was seen the closing act of the drama, in the fall of the Confederate capital and the surrender of the army that from the first had been the most stubborn and successful defender of "the lost cause." Through the entire realm between the Alleghany Mountains and the sea, old Virginia had been ravaged by the surging to and fro of the contending hosts of the rival powers, battling for the State of Washington and Jefferson. Almost every square mile had its woeful

record of bloody encounter. Its cities were in ruins, its plantations ravaged, and its whole industrial order overthrown. So complete was the destruction that entire regions of this older part of the State, after twenty-five years, are only beginning to recuperate. Indeed, important sections of the Virginia of the Revolution are now virtually abandoned territory, biding the time of the heroic investment of capital and labor necessary for reclaiming lands hallowed by the most sacred historical memories of the olden days.

In the year 1861, at the opening of the war, Virginia, east of the Alleghany range, led the entire fifteen States of the South in the arrangements for the secondary and higher education. The State University, founded by Jefferson in 1820, in Albemarle County, had the undisputed leadership of the colleges in all the Southern and Southwestern States. Randolph-Macon, Hampden-Sidney, William and Mary, still existing, and Washington College, at Lexington, were known and held in high esteem. In the southwest, Emory and Henry, nestling in its lovely valley, gathered a large body of students from many distant States. Hollins Institute, in Botetourt County, was the best-known and probably the most effective seminary for girls in the South, drawing large numbers of her students from distant communities. The original plan of Thomas Jefferson for a college in every county, tributary to the State University, had never been realized; but a good number of academical foundations, organized on the plan of the famous public schools of England, made a strong point of the classics and mathematics and held up the standard of old-time liberal culture. The superior graduates of these institutions became the leading presidents and professors of the collegiate and academical establishments through the South, especially in the Southwest; even contributing liberally to the same class of teachers in the States north of the Ohio. There was a good deal of vigorous private and family schooling and tutoring among the wealthy families, and a habit of sending to the best Northern and European schools. The one weak point was the crude and meager arrangements for the common schooling of the masses of white people, even in this portion of the State a numerous class, and in the western country beyond the range of slave cultivation including a large proportion of the entire population. There are no reliable statistics of popular education in Virginia during these 250 years, but enough is known to make painfully evident the neglect of this, the only durable foundation on which to build a republican State.

A few of these leading schools held on in a half-hearted way during the stormy years of the war. Among them was Hollins Institute, the foremost institute for girls. It is a striking indication of the confidence of even the leading educational men of the State in the ultimate success of the cause, that at the last commencement season of this institution before the fall of Richmond, while Grant was closing in on Petersburg and Sherman fighting his way to Atlanta, the management of this institution responded to the ablest plea for the normal training of teachers ever made in the South by Prof. Edward Joynes, and voted to reorganize this academy as a normal school for the instruction of the young women who would be called to serve in the new educational system of the Confederacy. The majority of the older seats of learning were suspended during this year, many of their buildings destroyed or greatly injured by use for hospital and other military purposes. The State owes to Gen. Philip Sheridan the preservation of the quaint buildings of the university, at Charlottesville, and, after unaccountable delays, the Congress of the United States has at last reimbursed

William and Mary College for the unauthorized burning of its buildings in the peninsular campaign.

In southwestern Virginia the material ruin of the war was less evident. There had been comparatively little serious fighting in the region below Lynchburg, save where an occasional raid had left a black and blasted tract in its wake. Outside of the valleys where the chief slave population was concentrated, there had been no especial loss from occupation. The people of these highland counties were mostly independent farmers, and, notwithstanding the fearful drain of the conscription for the army, were left with a country not seriously injured by overculture in the past. But the educational destruction was even greater in this portion of the State. Outside a few collegiate and academical schools, attended by a small percentage of the school population, there had never been any well organized or efficient system of popular instruction on the ground. The majority of even the better-off families were now unable to resume their old-time habit of sending their children from home to distant schools. A feeble attempt to re-establish the "Old Field" system of subscription schools, taught by itinerant masters, often under conditions that would dampen the zeal of the most ambitious student, seems to be all that was done for several years. Meanwhile illiteracy was on the increase among the humbler classes of white people and the colored folk were compelled to depend largely upon the missionary zeal of teachers sent from the various churches and educational societies of the North for the inauguration of their educational life.

He would have been regarded a visionary indeed who in this dismal emergency should have prophesied that on the sacred soil of the Old Dominion, memorable as the home of great men, within a brief generation, not yet thirty years from the surrender at Appomattox, would have been revealed what we now behold; for, spite of this destruction in the older part of the State, the revival of material prosperity has justified the prophecy of Washington in a marvelous degree. The Virginia of 1892 is steadily being renewed in all that makes an American State powerful and prosperous, and nowhere is this progress more evident than in the region left to it in the deprivation of the great undeveloped territory now its neighboring State of West Virginia. In its depression, almost its despair, the ancient Commonwealth has "lifted its eyes unto the hills" of its new southwest, and thence "cometh its help."

The eye of the Father of his Country was always on this great southwest in the darkest hour of the Revolution. Into that mysterious wilderness he would retreat, if worst came to worst, and prolong the battle for the freedom of the colonies through indefinite years. And when the good fight was won he still looked westward in prophetic consideration of the swarming myriads that should people the lands toward the sunset. He was always saying, "We must bind these people of the new West to us by bands of steel." His favorite idea of a canal from the seaboard to the valley of the Ohio antedated the more practical scheme of De Witt Clinton by a generation. In his will he left stock in these projected waterways to found a national university at Washington, in which the favored male youth of the several States should be educated together by American teachers into a phalanx of patriotic leaders of the new American citizenship. His especial plan failed of accomplishment, but the ways of water and steel now bind the shore of the Atlantic to the mighty West. The University of Virginia was the real mother of the system of State universities

that now has the leadership in the education of every State beyond the old Augusta County line, while the city of Washington has already become a national university whose opportunities for a broad and patriotic culture surpass even the dream of the great first President of the Republic.

On every side the traveler now sees the evidence of the advancing material prosperity and power of the new Dominion of Virginia. Within the past twenty-five years two great lines of railroad have spanned the 500 miles between the sea and the Ohio Valley, while two systems of almost equal importance bind it to the South and Southwest, and the Baltimore and Ohio, the great highland railroad of the civil war, is still expanding its facilities. Hampton Roads is rapidly becoming the Atlantic harbor that one marvels it has not been from the beginning. At the mouth of the James River is springing up a new city, the rival of busy Norfolk, across its broad and beautiful bay. Richmond is becoming a notable center of the manufacturing industry she resisted for years in the interest of a narrow industrial and political theory. Southside Virginia is being wrought up into vast garden, orchard, and tobacco plantations, with old villages rising into new cities. Alexandria is bestirring herself to revive her ancient days of commercial importance, and can hardly fail to be an important manufacturing annex of the United States capital. The Potomac is already regarded as one of the two noblest pleasure waterways in the eastern section of the Union, only rivaled by the Hudson. The quiet valley of the Shenandoah has not only surpassed its old-time agricultural fame, but is now making loud proclamation of new mining and manufactures more startling than the stories of its natural bridge, caverns, and mountain wonders in the geographies of our youth.

But the people of Virginia are rapidly learning that the new and exciting hope of a material prosperity, impossible under its ancient régime, is burdened with its new perils and solemnized by a call for the noblest effort of a Christian civilization. To the average politician, ensnared in the toils of the little expediences of to-day; to the social philosopher, who leaves out the common humanity of man; to the litterateur, looking backward for inspiration into a state of society abnormal at its best and impossible to be recalled to-day, the race problem, as the relation between the white and colored people of the South is called, is a fearful portent. But the very friction of the attempt to force a reactionary policy on these expanding States of the South will compel the Christian civilization of the present to assert itself and boldly declare that the only outlet for this peril is through the broad highway of the gospel of Jesus Christ. The moment any man, however noble by nature or exalted by pedigree, bends down to his weaker brother to recognize the image of the Creator and aid in the uplift to his own highest possibilities, all danger of race conflict disappears in the new revelation of the divine and human love that makes of one family all God's creatures on earth and in heaven. It is already seen and realized by a great and increasing body of the Southern people that, so far from a cause of discouragement, the present social situation is the call of God to the greatest moral achievement of the century, that is, the inauguration of a vast missionary movement for the education of all its less-favored classes in that training of the hand, the heart, and the head which is the making of a true American citizenship no less than the realization of the brotherhood of man in the Church of Christ.

While the mighty North is wrestling with her prodigious effort to change the thronging millions of the humbler sort of European immi-

grants to a safe, helpful, and patriotic American people, the South is awakening to her own corresponding obligation to lift up, not the newcomers from foreign lands, but her own people of both races, who from the first have been at once the source of all her prosperity and in latter days the occasion of all her woes. And if this view of the situation seems fanciful and impracticable, or runs against the theory or practice of any set of secular or sacred men, we can safely appeal to the future and the providence of God, nowhere displayed in more affecting and inspiring ways than during the past twenty-five years of our American history, so crowded with warning, instruction, and inspiration to "all orders and conditions of men."

To the thoughtful observer of American affairs the educational progress of the sixteen ex-slave-holding, originally known as the Southern States, during the past twenty-five years, is one of the chief marvels of our marvelous national life. Indeed, this great movement along the whole line of educational advancement has practically been made in the twenty years since 1870, and is, by all odds, the most interesting and significant feature of the complex industrial, political, and social evolution we call the New South. We have already referred to the startling manner in which the prophetic common sense of Washington has been more than verified in the new outburst of Southern industries and the push for the development of the vast resources of the Southern States within the past fifteen years. Less evident to the superficial observer, but far more radical in its quiet and irresistible influence since 1870, has been the educational renaissance which reads like a chapter of the prophecy according to Thomas Jefferson, fulfilled almost to the letter, with even greater enlargement of the spirit than even that great man foresaw.

To few men has been given the combination of creative genius and executive capacity that makes the ideal statesman. We believe that history will award the crown of practical, sound, conservative American statesmanship to the group of great men that looked for leadership to Washington, the most unselfish, successful, and sensible leader of men in modern times, with Marshall, Madison, and others of like broad, calm, and moderate spirit as his fit associates. But just as surely does it appear that in fruitful theories of republican society, in deep speculation concerning the ultimate foundations of just government, especially in the fertility of expedient and breadth of conception concerning the fit training of the people of thirteen rival colonies and their probable new elements of population from abroad for the highest position on earth, a competent American citizenship, Thomas Jefferson of all his countrymen stands supreme.

Nothing so reveals the superficial estimate of vital forces by the average partisan political leaders of the day as the fact that this crowning element of his fame should be so persistently overlooked. Within the past five years a notable eulogy on the life and character of Jefferson was pronounced before a State university by a distinguished public man, with no especial mention of this his most prominent claim to the gratitude of his countrymen and the most precious heritage to his own Commonwealth. It may not be amiss to recapitulate the elements of this system of schooling for the youth of the Old Dominion, elaborated by Thomas Jefferson even before the foundation of the Union, and persisted in with an intelligent obstinacy, increasing with years, until the closing days of his life.

(1) Foremost, as the basis of the whole structure, was the great crusade in behalf of religious liberty which rescued Virginia from an

ecclesiastical bondage more galling and far less respectable and moral than the corresponding Puritan rule of the first thirty years of the New England colonial life. The more closely we look at the actual state of colonial affairs, the more evident it seems that the new Government of the United States owed its most radical and essential feature, a complete separation of church and state, more to the wisdom of a small group of far-seeing statesmen than to any settled conviction in the popular mind. To Washington, Marshall, Franklin, Adams, and Jefferson, and in his better days somewhat to the agitation of Thomas Paine, was it given to quietly place in the very heart of the new republic the assertion of an absolute religious liberty of thought and action, only limited by the moral law as incorporated in the Constitution and legislation of the modern civilized state. The leadership in the first great battle against ecclesiastical authority in the South was given to Jefferson. It was clear as light to him that, without this as the chief corner stone, not only would republican institutions be impossible, but all education for American citizenship would be poisoned at the fountain by the most desperate virus of sectarian bigotry and ecclesiastical despotism. All these men were deeply religious, although no one of them was a notable churchman in the popular sense. Their work was accomplished against the bitter opposition of a majority of the clergy, which found expression in a proclamation of Jefferson as the arch apostle of infidelity. But, once achieved, this act so commended itself to the common religious sense of the leading laity of all sections that it has seldom been questioned in theory.

(2) Next in importance in scheme of Jefferson was the emancipation of the slaves and their training by industrial education for what then appeared the most practicable way of disposing of this already dangerous element of Southern population. This plan is distinctly outlined in the original scheme of Jefferson for the new educational organization of Virginia, and, had it been accepted, would have become the fashion of the day and saved the Republic of 1860 from the terrible conflict for the independence of the South. It was not remarkable that Jefferson shared in what was the almost universal moral repugnance to, and the deep conviction of the political inconsistency and social peril of such an institution as American negro slavery; but that he should have reached out and seized, as by instinct, on the idea of preparation, through industrial training, for the new life of the freedman, whether at home or in Africa, declares him foremost among the educational theorists of his age. He would see to-day his fundamental idea realized on a broader scale at Hampton, in sight of the landing-place of the first Dutch slaver, "built in the eclipse and rigged with curses dark," that smote with its fatal prow the sands of old Virginia. In the light of the opinions and feelings of Christendom at that day concerning the morale of slavery and the status of the Negro, probably stated with accuracy in the memorable sentence of the decision of Chief Justice Taney in the Dred Scott case, illustrated by the persistent effort of the British Government to force African slavery on the American colonies, this enlightened and benevolent plan of Jefferson for the peaceful emancipation and preparation of the negro race for usefulness is a striking proof of a statesmanship only too ideal for that early day.

(3) Next came the first clear and influential statement of the right of the common white people of the South to elementary schooling at the expense of the State, under the supervision of the Government, in Jefferson's proposition for a system of common schools. The hand-to-

mouth expedient of the "Old Field school," a private subscription arrangement, dependent entirely on the teacher and the whim of his patrons, possibly good but almost universally poor, was already seen to be a failure as a method for the permanent education of the majority of white youth. The proposition to limit the period of free schooling to three years and the small care for girls in the arrangement were concessions to the obstinate unbelief in any system of free public education among the influential classes of the people, backed by the universal prejudice of the clergy in favor of clerical supervision of all training of childhood and youth outside the family; itself, in this respect, little better than an annex to the church. One feature of the plan not fully appreciated was the appointment of teachers from worthy veterans of the Revolutionary army during good behavior and their establishment in a permanent home as a perquisite of the position, an arrangement that would have given to the teaching profession a standing of respectability and permanency it has not yet attained in the most favored sections of the Union. At the same time Joseph Cabell, the *Fidus Achates* of Jefferson in all his educational schemes, returned from Europe full of the new method of instruction associated with the name of Pestalozzi. Had the scheme carried and been established in good faith the teachers of New England and the Northwest might have been thronging the normal schools and summer institutes of Virginia to-day for the latest methods and devices in the organization, discipline, and teaching of the common school.

(4) The next step upward was the conception of Jefferson respecting the secondary education, as far as concerned its establishment and supervision by the State. The germ of the idea included the modern American high school. In form it corresponded with what was then the universal conception of an academical training—the drill in the classics and mathematics as sufficient for a university and professional career, and the schooling essential to a gentleman. He proposed a system of colleges so numerous that every man in the State could reach one at the end of a day's journey, where the sons of the better-off class could be instructed in the learning and manners essential to their station. But the plan included a provision for the free tuition of a few scholars in each county, elected by competitive examination from the common schools, thus reaching down a hand to lift up the more promising boys of the humbler class to companionship in privilege with their social superiors. Here the war was declared, fierce and persistent, by the clergy and the regulation planter of the day. Already had the prominent Christian bodies monopolized the higher education, even William and Mary being really a Church of England seminary, and the majority of the academies already established were regarded as feeders and missionary centers of the rival sects. On the other hand, the exclusive family idea of the time was outraged by a proposition to mix the offspring of even the different grades of upper-caste folk in schools removed from the home inspection and supervised by the State. No man realized better than Thomas Jefferson the essential antagonism of the family notion of exclusive education by tutors and governesses, virtually in an apartment of the home, without the independence of the teacher even in methods of instruction, and its inevitable enslavement to the habits and whims of a plantation household, to any genuine ideal of republican institutions. His voluminous writings on education are full of the clear perception of the right and duty of the whole people, represented in a republican state, to a vital coöperation in the mental and moral training of children and youth for republican citizenship.

Otherwise the material of citizenship is always at the mercy of the church, and the church a clerical preserve. He asserted that, not only by a negative method of a legislation based on the highest conception of the moral law possible at any given period, and the protective method of state guardianship of the child as a defense against parental incapacity and vice and clerical persecution of heresy with all the agencies in possession of the clerical class, but also in the common, collegiate, and secondary state school, the moral right arm of the American commonwealth, was lodged this power and obligation. We are not yet out of the persistent war against this, the American idea of the training of American youth for American life. And no man of the earlier time so clearly anticipated this conflict, or so wisely provided against the peril of social and sectarian interference with the liberty of becoming a full American citizen, as this great and farseeing statesman of education.

5. Thus obstructed and worried even to the verge of desperation by the steady resistance of the old-time family and clerical ideas of education, there is no wonder that Jefferson, at the end of a good fight of thirty years, in his old age, worn out by the cares of public office and the embarrassment of his own private affairs, was happy even to save the upper story of his great temple for the training of his beloved Virginia. It was indeed like the spire of a cathedral, poised in the air high above the earth, with no building underneath, propped by such stays and supports as the unorganized school scheme of private and church institutions could afford. As conceived in the imagination of its creator, the new University of Virginia was the broadest and most democratic arrangement for the higher education that had appeared on the new continent. It had broken loose from the ecclesiastical control that still held all American colleges in bonds. It had inaugurated the elective system of study, which is now the accepted method of all leading colleges and universities in the country. As conceived in the mind of the sage, in his study over at Monticello, the idea of a community of young gentlemen, put upon their sense of personal responsibility and honor for good behavior, was a new departure that struck down below the roots of the prevailing notions of the discipline of youth for the obligations and perils of life. His curriculum was almost the rival of Milton's noble conception of the education fit for an English gentleman, and included not only military tactics, but the industrial drill now coming to the front in the most progressive institutions of learning.

So great were these and other lesser merits that, with all the drawbacks of its actual organization, the University of Virginia has been one of the most influential of American seats of learning, setting the pitch for the entire organization of the higher education in every State south of Virginia, and repeating itself, with the additions of Jefferson's entire scheme, in the State universities of every Northwestern and Pacific Commonwealth. Of course, under the conditions, it could not fail to become a university of the dominant class, and, with the growing tendency of that leading aristocracy, a citadel of the political and social ideas that drove the South into revolt from the National Government and wrought the dismemberment of the Old Dominion herself. But it has graduated a noble company of eminent men. Its standard of scholarship has been high, exacting severe labor from all who claim its diploma. It has sent forth a great crowd of accomplished teachers to the secondary and higher schools of the Southwest, and largely modified the collegiate life of the older Northwest and, today, perhaps, no other educational institution in these sixteen States has a better outlook for a new

life along the lines of the new university departure. If the favorite notion of Dr. Ruffner, that here should be established an annex for the higher education of young women, could be realized, a new departure of incalculable importance would be made in the quarter most demanded by the rising ambition of thousands of the daughters of the State.

But while the provision for the superior schooling of the more favored youth of Virginia was steadily increasing in quantity and quality through the forty years between 1820 and 1860, the leading class of her people seem never to have recognized the dream of Jefferson for the common schooling of the common people. From time to time conventions were held. Influential educational and public men like Henry A. Wise and numerous others uttered their warning and persuading plea for the bread of life, and more than one abortive attempt was made to establish in especial localities something that should take the place of a common school. But neither the lean and hungry arrangement for the schooling of the poor by the Literary Fund, nor the attempt at a county arrangement based on public taxation, made any great headway. Doubtless many of the children even of the poorer sort of families were assisted by private charity and several generous public gifts to rise above the level of their companions. There was an occasional mingling of all sorts and conditions in the great number of family, private, and Old-Field schools; and the academies for boys and girls were now and then invaded by ambitious youths, who, at all hazards, fought their way along the steep and rugged road that the American education was to the American boy and girl of half a century ago. But the condition of the educational destitution in which the State found itself in 1865, in the hour of its dire extremity, was the logical result of the narrow English policy it had pursued in this as in other directions; and, in 1870, the cry went up, from the sea sands to the most distant recesses of the western mountains, for the establishment of the American people's common school.

In nothing has the really superior class of Virginia more notably declared its soundness, persistence, and capacity to hold fast to a great idea than in the way in which it stood by the educational ideas of Jefferson through the one hundred turbulent years from the outbreak of the war of the Revolution to the inauguration of the people's common school in 1870. Every now and then a desperate effort was made to break out of the fatal circle of the old-time family and church notion of the school. Repeated conventions were held and some of the most brilliant and comprehensive pleas for universal education ever made were the efforts of this agitation. Among them, the famous address of the Hon. Henry A. Wise to his constituents in Accomack County on retiring from his Congressional-career, was conspicuous for its almost prophetic outlook into the future. His nephew is now the able superintendent of common schools in the city of Baltimore. At last, the close of the civil war, in 1865, first opened the way to the realization of the truly American scheme of the author of the Declaration of Independence, and to-day, under modern forms and methods, the essential ideas of this great educational statesman are implanted in the constitution and laws and steadily becoming accepted facts in the new Dominion.

In sight of the old Hampton Beach, where the first slave ship disgorged its freight of black savages, on their way out of African barbarism toward the lofty goal of American citizenship, now rises the beautiful village called The Hampton Normal and Industrial Institute. Established immediately after the advent of peace, by Gen. S.

C. Armstrong, the son of a missionary, a graduate of Williams College, Massachusetts, a young Union soldier and commander of colored troops, a remarkable blending of the statesman and scholar, it has fully taken up Jefferson's plan of industrial training for the emancipated race and wrought it out with all the added experience of a hundred fruitful years. Not only has it profoundly interested the attention of the great wealthy Northeast, but it has become a part of the educational system of the State of Virginia, which pays annually into its treasury a portion of the income from the fund for the agricultural and mechanical education of the people. And, as in further recollection of the old days, it now includes the training of one hundred youth of the Indian race, first met by the original settlers on this historic ground. Another valuable school for the training of colored teachers now overlooks, from the towers of its stately buildings, the scene of the final conflict of the war of the sections, at Petersburg; while the State authorities every year are concerned in the management of the Summer Institute of instruction for the same class of teachers. Sixty-eight thousand colored children are now receiving educational training, largely at the expense of the white people, in the common schools of the State.

The college founded by Washington in Augusta County, beyond the mountains, received Gen. Robert E. Lee as president at the close of the war. In the reorganization of this venerable institution of learning and its adjustment to the educational needs of the time, Gen. Lee displayed the same ability and vitality that made him the foremost military leader of the Confederacy. To-day Washington and Lee, generously endowed from both sections of the country, is one of the most substantial of the Southern colleges.

The son of one of the old presidents of Washington College, Dr. Ruffner, himself, before 1860, known all over the Union from a bold and powerful article on the institution of slavery, was wisely selected by the new State government to organize the system of common schools demanded by the new constitution of the Commonwealth, and for twelve years Dr. W. H. Ruffner administered the great office of first State commissioner of schools in Virginia in a way that made him the Horace Mann of the new South. The schoolman from abroad, who to-day sees how obstinately the old caste and sectarian spirit still resists the fit development of common schools established "for the people and by the people," has but a faint impression of the prodigious task that confronted Dr. Ruffner in 1870. Everywhere the old-time political, ecclesiastical, and social combination that had defeated Jefferson and kept the hated common school of the North out of the State for a hundred years, rallied in the last ditch for a final trial of strength. That in the brief space of twelve years of official service this accomplished and courageous leader had so conducted the educational campaign that his displacement from office in 1882 left the system so firmly established in the hearts of the people of Virginia that neither the relentless opposition of the defeated combination of its enemies, the fierce agitations of a new political administration, and, most dangerous of all, the fearful inadequacy of the schools themselves to do their proposed work, were able to discourage the educational public of the State, is conclusive proof of the success of this momentous achievement, for in this experiment was involved not only the establishment of the American common-school system in Virginia, but virtually in all the States of the South. Even to-day the State of Jefferson leads the educational column south of the Potomac and the Ohio, as in the years before the flood. The final service of Dr. Ruffner as first president of the first normal school

for white youth in the State was a fit conclusion of his illustrious career. It may not be too much to demand that, in his later years, he shall publish a complete collection of his valuable official reports and his numerous writings in defense of the system of popular education which involved him in controversy with some of the most eminent men of the Commonwealth.

As a vital department of the new system he incorporated Jefferson's idea of the college in the form of the modern high school. He fully recognized the value of the industrial feature of educational life that now is so happily illustrated for white youth in the Miller Manual Labor School of Albemarle County, and in the Hampton Agricultural and Normal Institute for the colored people at Hampton. His wise and politic organization of the common-school institute in the summer of 1880, in the buildings and with the hearty coöperation of the faculty of the University of Virginia, was the final victory which ended the long-time conflict of the upper side of the Old Dominion against the education of the masses at the expense and under the supervision of the State. To-day the University of Virginia has not only at last assumed its legitimate position as the crown of the public-school system, but it now has a special provision for the instruction of teachers as a prominent feature of its revised curriculum. Old William and Mary College has arisen from its decadence and, with the normal training of young men as its most prominent feature, now numbers a larger body of students than in its most palmy days. Dr. Ruffner was permitted to remain in office until he could say that a larger number of youth were attending schools of the secondary and higher education in Virginia than at any former period of her history.

In one respect it was given to this leader of the great educational movement in Virginia to surpass the ideal of Jefferson. A hundred years ago it was a social impossibility to urge the equal educational rights of the sexes anywhere in the American colonies. And nowhere was the old European prejudice against the serious higher culture of young women held with greater tenacity than in the Old Dominion. The family tutor or governess, with the occasional accompaniment of a neighborhood private school for girls only slowly evolved into the girls' academy, of which there were several well-known institutions in the State before 1860; Hollins Institute for girls in Botetourt County by far the best known and most effective.

But even with the increase of this feature of the educational outfit of the State, as late as 1885 Dr. Ruffner gave utterance, almost out of the bitterness of a hope long deferred, to words that bore testimony to the strange neglect of public provision for the higher education of the daughters of a Commonwealth of all others most profuse in oratory and the devotion of the old-time habit of chivalry in behalf of woman. Said Dr. Ruffner, speaking of the Farmville Normal School for girls: "My vision is not confined to this school, or to any school. It is turned with anxious longing upon the entire body of Virginia women. How strangely have they been neglected by the ruling sex. They are mixed through and through our social life; we love them as we love nothing else upon earth; they have an immeasurable power over us, they dictate our personal habits, they raise our children, they refine our tastes, they conserve our morals, they keep burning the fires of religion—everywhere in our daily life is found the skillful hand, ready mind, the quenchless heart of woman. And yet where has there ever been any public recognition of her inestimable claims upon society?"

Men make provision for their boys out of public funds and for themselves too—duly conserving every interest they have; but how wretchedly small has been the share doled out to her who deserves everything. This is an injustice that will make our children ashamed of their fathers. But it is not only an injustice, it is an infatuation—an infatuation similar to that which kept down popular education generally in Virginia until a few years ago. The power residing in woman, if utilized and directed, would give to society a life, a grace, a purity, a skill, a progressiveness peculiarly its own, and the coming generation would receive a training in the homes, in the schools, in the social circles, in all the quiet but immeasurably potent centers and lines of influence such as can come from nowhere else. Behold what woman does now in a state of neglect and try to imagine what she could and would do if allowed the privileges which men have so liberally provided for themselves. Do justice to the women of Virginia and every good thing will be developed in the State.” In an elaborate report devoted to the higher education of Virginia girls, Dr. Ruffner outlined the plan of an annex to the University of Virginia for young women, on the style of Girton and Newman at Oxford, England. The only step yet taken in this direction is the opening of the free high school to girls and the establishment of the excellent State Normal School at Farmville; both secured under the administration of its first State superintendent of instruction.

As a logical outcome of this great awakening of the educational spirit in Virginia, under the lead of Dr. Ruffner, there has been a remarkable time of refreshing for the higher education of the State. It has been a wise policy that has aided in the establishment of these rival colleges and concentrated the attention of the people on the rehabilitation and endowment of the half-dozen on the ground. Of these, the University of Virginia, Washington and Lee, William and Mary, Hampden-Sidney, and Randolph-Macon have been largely reinforced by benefactions from beyond the limits of Virginia; in some cases, as in the gifts of McCormick, Austin, Brooks, Fayerweather, and Corcoran, to the university, and the generous contributions to Washington and Lee from the great cities of the Northeast, and the more moderate donations to the remaining institutions, as the interest taken in New England in one of the smallest of them, Roanoke College, the gift of money has seemed all the more precious as a testimonial of the pride and affection of the old Northeast and the new Northwest for the mother of Presidents.

There has been a remarkable development of academies for both sexes since 1865. Several of the most valuable fitting schools for the colleges and universities are of comparatively recent date. Staunton has a notable cluster of academies for girls, and everywhere, from Norfolk in the east to Bristol in the far west, this class of schools for the secondary training of young women is growing in numbers and in value. The State still waits for the establishment of a great school of technology in the mining region of the Shenandoah Valley and southwest. But within the present year the State Agricultural and Mechanical College at Blacksburg, on the summit level of the Commonwealth, has been reorganized in a fashion that promises a new career of enlarged usefulness to this most important feature in the higher education of a State so dependent on an energetic and progressive system of farming, mining, and manufactures.

No State has more reason to regret the final defeat of the original movement for national aid to education, in 1890, than Virginia. Out

of her magnificent bequest of public domain came the first great possibilities of the splendid policy of endowment of education by the gift of public lands that has given to the new Northwest the prodigious impetus in educational provision for its whole people. It was indeed an unaccountable thing that the bill was finally defeated by the votes of Senators of States whose schools are to-day munificently endowed by the bounty of their impoverished mother. It can not be that the country will be forever unmindful of the claims of the old colonial division of the Republic that surrendered its vast western domain to the States beyond the Alleghanies, for aid in the present home effort to perform their duty to the coming generation. Especially do States like Maryland, Virginia, the Carolinas, and Georgia, from which these great donations of an imperial territory have taken place, deserve consideration. It will come when our partisan politicians rise to the comprehension of the fact that only what makes for the uplift of the younger third of the people can be relied upon to solve the great problems of finance, suffrage, race, even the perplexities of the involved labor and social reforms. We may decide each and all these matters connected with the material, political, and social welfare of the Republic again and again, in our heated political campaigns, only to find them confronting us at the end of every session of Congress. But only as we educate the youth who are to receive the perilous heritage of constitutional government into a more intelligent, righteous, patriotic, and skilled executive way of living, will there be a reasonable hope of the final solution of problems so far above the capacity of the average politician of the day. Said Jefferson, "Let us educate the children. Then the coming generation will be wiser than we and many things impossible to us will be easy to them."

Among the eminent records of Virginia statesmanship none is more significant than the twenty-first annual report of the superintendent of public instruction of the Commonwealth of Virginia, with the accompanying documents, for the school year closing January 31, 1891. Fourth of the superintendents of public instruction since the inauguration of the American system of common schools in 1870, the Hon. Jno. E. Massey may well feel an honest satisfaction in presenting to the country and to Christendom such a record of great achievement as the educational history of the New Dominion during this brief generation.

The most notable fact in this record is that, with the exception of three institutions for the higher education of boys, the medical school, and the institutions for the deaf, dumb, and blind, all partially dependent on State support and somewhat under State supervision, this entire group of educational agencies is the growth of the past twenty-five years since the close of the civil war. The University of Virginia, the Virginia Military Institute, and the College of William and Mary, all, to-day, contain a larger number of students, with superior facilities for proper collegiate work and more abundant resources, than at any previous time. The recent establishments, the State Female Normal School for white girls, and the Virginia Agricultural and Mechanical College for white youth; the Virginia Normal and Collegiate Institute for colored youth; the Miller Manual Labor School of Albemarle County for white boys and girls; the Hampton Normal and Agricultural Institute for negro and Indian students, and the normal department of William and Mary College for white young men, are all the fruit of the movement that dates from this later period. In addition to this, the State for the first time in its history has seriously responded to the high demand of Jefferson for the free instruction of

her entire population in a system of common schools, far more thorough and effective than was in the mind of any American educator at the close of the Revolutionary War.

From the tables of this elaborate and interesting report we learn that in 1891 there were 112 counties and cities in Virginia under the superintendence of public officials appointed by the State board of education, consisting of the governor, attorney-general, superintendent of education, and the secretary of the board. The salaries of these superintendents range from \$2,110 in Richmond, with four cities from \$1,200 to \$1,370, to \$200 as a minimum; 82 of the 107 counties below \$500; the remaining between \$500 and \$740, making \$70,000 in round numbers for State and local supervision. Of the 652,045 children and youth of school age (6 to 21), 376,650 are white and 275,388 are colored. Of this number, 342,720 were enrolled in the common schools—219,141 white and 123,579 colored—of whom 193,536—126,848 white and 66,688 colored—are in average daily attendance. Of the pupils enrolled 8,269 are studying the higher branches. The enrollment represents 52.5 per cent, and the average daily attendance 29.6 per cent of the entire school population of the State; the average age of the pupils is 10.8. The exactions of the new Southern life tell heavily on the youth of both races after the age of 12. There are 7,689 schools open (of which 1,017 are graded), with 5,710 white and 2,008 colored teachers—3,000 male and 4,600 female. The average salaries of men are \$31.40 and of women \$26.66 per month. These schools are open during an average period of 5.8 months per year, the long city and village offsetting the short country district term. The cost of tuition per month per pupil enrolled is 64 cents; \$1.15 for actual attendance; the whole cost of popular education per month being 74 cents for number enrolled, and \$1.32 for daily attendance—being \$7.70 for the school year. The total cost of public education to the State in 1891 was \$1,636,932.84. Of this sum, \$900,000 is supplied by the State and the remainder by county, district, and miscellaneous funds. Six thousand five hundred and nine schoolhouses represented an investment of \$2,379,745.32, and had a seating capacity for 357,378 pupils. Of these, 147 are brick, 4,650 frame, 79 stone, and 1,633 log; 5,943 have "suitable grounds." There is a steady though moderate increase in attendance every year and the superintendents generally report the growth of the common school in popular favor, with some improvements in school accommodations and the efficiency of teachers, by far the most important feature in the estimate. Three normal institutes for the teachers of each race were held during the summer of 1890, the funds, \$5,800, including \$2,800 for the instruction of students in the Peabody Normal College at Nashville, being donated by the Peabody educational fund. In addition to the cost of the public schools, the State disburses an annual sum of probably over \$100,000 to the several higher institutions subsidized; besides the receipts of the agricultural and normal college fund donated by the General Government.

It would be difficult, if not impossible, to give even an approximate statement of the corresponding development of the academical and collegiate institutions under private and denominational religious control in the twenty-five years since the close of the civil war. Every college in existence in 1860 has been sustained and, with perhaps one exception, largely extended in facilities for instruction and attendance of students. No important academical foundation has been suspended, while nearly every school of this description has been enlarged, and several of the most important have been founded during this time. Not

the least in importance may be named several classical schools of superior merit, tributary to the university, or furnishing an excellent outfit for collegiate life. The number of young persons sent to the North and to Europe for superior training has probably not diminished with the improvement of home facilities. Indeed, the more the home field is tilled the greater is the crop of eager youth seeking the best opportunities where they can be found. The writer of this essay, during a twelve-years observation of the higher education of all the Southwestern States of the Union, has noted the increasing number of teachers in higher institutions hailing from Virginia. It would probably be safe to estimate the cost of public and private education for the people of the Commonwealth for the current year at a sum not less than \$2,000,000, probably more than that large sum, of which several hundred thousand dollars are paid for the free schooling of children whose parents were slaves in 1860. In view of the pessimistic estimate of the negro problem by some of the literary and political writers of the period, it is encouraging to turn to the elaborate and able report of Gen. S. C. Armstrong, president of the Hampton Normal and Agricultural Institute, in the matter referred to—a complete refutation of all the crude speculations emanating from the *a priori* theories and imperfect information of this entire class of writers. A work already in the press of the Hampton Institute concerning the experience of this, the most careful and conservative body of workers in this new field of educational effort, will be a great comfort to all who have not despaired of the side of the Republic represented by its 7,000,000 new-made citizens of African descent.

While it is not true that this remarkable statement represents anything like a complete arrangement for the fit schooling of the 600,000 children and youth of school age, and while the system of public education, even in the majority of villages, and especially in the open country, where three-fourths of the pupils live, is painfully below the needs of this great State; and while the educational critic finds much to condemn in the organization and administration of this department of the Government, and the chronic agitator can find enough to point his sarcasm or sharpen his denunciation, still, under the conditions of public and private life in Virginia during the past twenty-five years, this record is one of the most notable in the annals of mankind. Never before since the dawn of history has a commonwealth so overwhelmed by the results of a disastrous civil war risen with such persistent determination, “renewed its strength like the eagle’s,” and in one short and troubled generation placed itself in all ways so far in advance of any previous period of its history. And when we remember that the present year has brought the great relief of a final settlement of the financial troubles of the State; that in no year has there been such an investment of capital from abroad in the development of its resources; that from the seaboard to the western mountains the State is astir with the movement of a great expectation of material prosperity, only for a time checked by the usual excess of speculation in real estate, there is ample ground for the just hope of the days that are to come. During the most intense period of the civil war, in 1863, a devoted band of teachers in the city of Petersburg organized the first educational association of Virginia. In the summer of 1891 this association, consisting of the male educators representing the higher education, was absorbed in a general State educational association founded at Bedford City, one of the new centers of industry and education in the southwest, including the public school interests, with many of the able and enthusiastic

women teachers of the State in attendance and participating in all its doings. The omens are all bright for an advance in the educational life of Virginia during the coming ten years, which will not only keep the old Commonwealth where she has always been, at the head of the South, but will place her in line with the great northern States.

But just now the observer of this interesting feature in the development of new Virginia is especially attracted by that portion already referred to, the twenty-five counties included in the southwest, extending from the new city of Roanoke to the borders of Tennessee, West Virginia, and North Carolina. A tour of several months through the most interesting portion of this district has furnished the materials for the present essay on education in southwestern Virginia. There is no pretense that this estimate is comprehensive in its details; neither does the writer attempt to declare the complete value of schools or pass judgment on the educational merit or demerit of the different towns and cities of the region. Enough if such a statement as he is able to make, after honest and persistent attempts to reach the truth of the matter, can exhibit to the people, especially to the generous youth of this favored land, the opportunities, invitations, and reasonable expectations of the coming years. It is largely with the view of giving to the youth of this region the conclusions of a friendly observer, after walking about their Zion, that the present essay is dedicated to them, their teachers, and the friends of universal education in Virginia.

The reasonable foundation of the great expectations of Virginia, as of the entire South, is the vast reserve of material resources in every Southern State. In this respect the oldest of the sisterhood of the sixteen former slave-holding Commonwealths is notably among the foremost. After the exhaustion of a portion of her old eastern fields by a culture of nearly three hundred years and the latest dismemberment of her territory, there still remains as the Virginia of to-day a realm larger in extent than some of the historical nations of Europe, and this portion is as essentially "a new country" as some of the recently admitted States of the Northwest.

From the city of Roanoke, Roanoke County, which in five years has risen from a railroad station to a flourishing city of 20,000 people, stretching away to the southwest, with a narrow annex to the north and south, are found the twenty-five counties in general terms known as southwestern Virginia. In comparison with the State of Massachusetts, most eminent for wealth, general prosperity, and the influence that depends on intelligent industry, this region includes 14,000 square miles as against 8,000 in the Bay State. In all except the possession of 50 miles of seacoast, with two or three harbors of the first class, southwestern Virginia in every respect may claim an unquestioned superiority in the natural resources for the building of a great commonwealth. In its large areas of fertile soil for variety of crop culture and extensive grazing, with skilled farming adequate to the support of a larger population than now inhabits any American State; in its marvelous wealth of coal and iron and other valuable minerals; in its boundless forests of precious woods; in its abundance of water power; in its climate, by all odds the most favorable of any southern and not inferior to any American commonwealth; in its peculiar felicity of geographical situation, at the meeting of the ways of the great North and Southwest and the Northeast; in its occupation for one hundred years by a population of the best original European stock, the plain British people and the Germans of the Lutheran sort, now representing 400,000 of the 1,600,000 people of the State, with its small colored contingent, as in

the West, chiefly gathered in the villages and new centers of development, with only the later immigrant population recently called in by the rapid development of the mining and manufacturing districts; already connected with the adjacent parts of the Union by important lines of railroads, which are stretching out their arms of steel into every corner of its territory; not inferior in picturesque beauty and grandeur of alternating mountain range, valley, hill, and fertile "cove," to any portion of the country east of the Mississippi; here is an outfit of nature and a favorable condition of human affairs that explains the fact that to-day the eye of the capitalist at home and abroad is concentrated on this favored land as upon no other portion of the Republic.

And here is found, in connection with all the substantial advantages of a new country, the historical background, the lack of which is a real disadvantage in the vast unoccupied wilderness beyond the mountains. For a hundred years this 14,000 square miles of the Old Dominion has been slowly prepared for the great day of its appearance on the stage of the new American era of improvement. From the first, the vast majority of these people have been farmers, in moderate circumstances, living according to the slow, obscure ways of the rural American of half a century ago. The few great plantations of the valleys absorbed the slave interest and, outside of an inevitable leadership in public and social life, this class did not essentially affect the life of the plain people. The more restless spirits were drawn off by the settlement of the new southwest. The country beyond the mountains, now known as West Virginia, remained for many years rather a portion of the new northwest than of the old Virginia of the seaboard. Between these rival interests that finally divided the State, this important region remained, biding its time for development.

Already, by the enterprising policy of its great railroad and land companies, it is being better supplied with good hotel accommodations than any portion of the South. The great southwest is drifting thither as the most attractive summer home, and every week sees a large excursion train, filled with the restless pleasure seekers of the luxurious eastern cities, seeking "fresh fields and pastures new" for the stimulants of an appetite for novelty, satiated and gorged by European travel and the laborious vacation life of the seashore and huge centers of metropolitan resort. The population left on the soil, after the steady drain of the past twenty-five years to the far West and Southwest and the eastern cities, is perhaps in the best condition for the developing forces of the new American civilization through all their various agencies of popular stimulation and culture. In public affairs it can hardly be called a vital part of the "Solid South" or of a rival consolidated North, being conspicuous for a political independence which has more than once given it a decisive voice in the affairs of the State; though in accord with the Confederacy during the Civil war, its territory was largely exempt from the ravages of the great conflict; especially was it saved from the terrible strife of divided factions which has inflicted on the entire border land, from Virginia to Kansas, a chronic habit of local exasperation and political bitterness that only a coming generation can outlive. Nowhere in the South is there to-day a people more truly patriotic and nowhere in the Commonwealth of Virginia are the noble historic traditions of the Old Dominion in behalf of liberty and union more firmly and obstinately cherished.

It is just this condition of affairs that makes the recent great investment of capital from the North and from Europe so important to the future of this region. Southwest Virginia is not an Eldorado whose

"booming" attractions invite the fierce, reckless, and unreliable adventurer from all parts of the earth. It is not a country that is to be overflowed by any rapid immigration from home or abroad. Its present population is of the substantial quality that, when once fully awakened to the importance of what is going on in its midst, will straightway prepare the coming generation to join hands with the new life, and in due time come into possession of all the substantial opportunities and successes of a new era. And herein is a great advantage, not always appreciated, especially by the people of the North, in the social, political, religious, and educational development of the New South. The enthusiastic expectations of the early days of reconstruction that the South was to be made over by a vast campaign of education into an annex of the victorious North, has long since become the "baseless fabric of a vision, leaving not a wrack behind." No American State, county, or neighborhood can or ought to be overrun by the superiority of a neighboring people, or its characteristics stamped out, even by missionary zeal for higher things. Only by the gradual, irresistible progress of universal education of the American type, the slow and sure training of the heart, the head, and the hand of the younger generation, by the hearty coöperation and sympathy of all corresponding States and sections, can a reliable growth into the higher American citizenship be secured. Whatever is otherwise attempted, with prospects however brilliant, inevitably comes to a fatal collision with an awakened and exasperated local sentiment, leaving "the last state worse than the first."

Here is just the happy adjustment of social forces needed to make the new Virginia of the Southwest an object lesson in the true readjustment of American society in the South. The great investment of capital that is now opening the mines, building new towns, carrying new railroads like spider webs of steel and iron all over this wonderland, is not a hostile influence working for the dispossession of the home proprietor. The inevitable collapse of the real estate boom with which the country is now somewhat depressed is only the reaction of an overexcited movement, and will be a healthy warning rather than a permanent backset to the country. Within twenty years, probably sooner, southwestern Virginia, with anything like a judicious management of its industrial opportunities, will offer to its ambitious and active young men and women such chances of industrial success as have never been known in any portion of the South from the beginning. In the mine, on the farm, in the development of all varieties of manufactures, in the counting room, at the teacher's desk, in the call for a superior clergy and a higher type of commercial and political talent—in all the characteristic American avenues of occupation, there will be a call that will bring the home people into the most intimate connection with the leaders of these great enterprises. Eighty per cent of the men worth \$100,000 to-day in the United States were the poor American boys of a generation ago, and more than 80 per cent of the women who are the true "first 400" of every community are recruits from the same great American hive. There is no good reason why in half a century the descendants of the southwestern Virginia people of this decade should not become the virtual possessors of the plant now being made on the soil and come into most intimate connection with the substantial people coming to this promised land. Certain it is that, whatever may be the theories of any party of reaction, the Virginia of the year of our Lord 1892 is "lifting its eyes unto the hills" of its own southwest with a mighty faith that in "God's country" beyond the Blue Ridge, the

splendid valley of the Shenandoah, and the New Southwest, will be found its strength for the coming momentous years.

It will be well if this fact is speedily recognized by the present population of this portion of the old Commonwealth as the inevitable condition of the best possible success. It will be "as easy as preaching" to plant in every valley of southwestern Virginia a little "hell-town," representing the worst features of the worst form of human degradation, in an ignorant, reckless, brutal laboring population—a hideous stew of all races, nationalities, and undesirable home folk—in chronic conflict with a grasping, materialistic moneyed aristocracy, bent only on working the land for all it is worth. Already is this to be seen in more than one of this sudden growth of towns, sprung up in the night into a hideous apparition that defies the savagery of the wildest mountain clan. It is not pretended that a great region like this, under the present stimulation of sudden material development, will of itself evolve into a social paradise or in any way become anything good which the foremost people within its borders do not insist on its becoming. The boom that is now rushing down the valleys of Virginia and Tennessee is the same old boom that in turn has excited every land, in every age, with brilliant prophecy of the millenium. The wisest word yet spoken concerning the development of an American city or region was the response of Mr. Jay Gould, two years ago, to a group of interviewers, to the effect that the great cities and favored regions of the earth were not the inevitable outgrowth of great natural resources, favorable climate, or geographical position, but were built up on the solid foundations of personal character, social refinement, religious and educational enterprise, and a good home life of the better class of the population. Here is the bottom fact in this, as in every portion of our great Republic, newly awakened to feverish activity and compelled to pose as the last "bonanza land" before the superior public opinion of Christendom. No vulgar, vicious, ignorant people anywhere in the United States of America, swollen with the conceit of its own superiority to the rest of mankind, inviting the stranger to the admiration of a provincial type of life, is to be lifted into importance by any advantage of climate, soil, wealth of mine, or other physical superiority. Only that country which recognizes in its material advantages a call of Providence to rise up and adjust itself to the foremost life of this "grand and awful time" in which we live and move will find an outcome from final wreckage in the most flattering prospect of the future. To the thoughtful observer, as he looks out from the windows of that real progress which means the superiority of man over all his environments and the control of all his surroundings by the power of a Christian civilization, the southwestern Virginia of to-day presents one of the most interesting problems of American society. It stands at the parting of the ways, and the few swift-coming years will determine whether this inevitable material prosperity shall be the angel going before or the demon spurring from behind. It is with this profound conviction that we have studied the present educational status of these twenty-five counties of the southwest; not in the mood of an educational critic, but with the hopeful spirit of a "ministry of education" which prays for a revival—that uplift of a whole people toward the higher life which is the prophecy of a Christian civilization as the ruling force in national affairs.

From the accessible records of the educational life of this region previous to 1860, it is evident that it was in every way the least-favored portion of the Virginia of that day. The great educational opportuni-

ties of the State for two hundred and fifty years have been monopolized by the favored plantation class beyond the eastern mountains. The Virginia "out West," now West Virginia, was gaining by contact with the new and vigorous Northwest. Here, in the middle country, partially isolated from the great world of which it is really the geographical center, the opportunities for good schooling for the masses were meager and unsatisfactory. The "old-field school" was one of the makeshifts of the pioneer civilization that was good or bad according to the master of ceremonies. The most enlightening account of these pioneer arrangements is found in a remarkable series of historical memoranda, called out in the first year's service of the Hon. R. R. Farr as State superintendent of instruction, in 1885, at a superintendents' conference held in Richmond in February of that year. A majority of the county and local superintendents of common schools presented there a remarkable series of reports concerning the early status of education in their districts. While, as a whole, these brief monographs bear new testimony to the exceeding difficulty of gathering up reliable statistics by hearsay and often highly colored reports concerning the real condition of education and the actual illiteracy of the population, yet enough was produced to make a vivid presentation of the difficulties that beset the youth of large regions of the Old Dominion, even at a late day, in this respect. The field school was generally a private-subscription term of schooling, built up by the efforts of a master and a few of the more earnest patrons, held in the most available building, often of a very primitive character; the school itself depending entirely on the quality of the teacher. What the average quality was can be found out by a perusal of these interesting reminiscences. Especially in these twenty-five counties, the majority of which are distant from the old educational centers of the State, sparsely populated, formerly somewhat out of touch with the great influential classes of the Commonwealth, were these opportunities, even for a large majority of the people, very scanty. A better sort of schools were the privileged groups of children of the more favored families, taught by superior teachers, often in the homes of the leading patrons. The entire region contained but two institutions fairly entitled to the name of college, and these for boys—Roanoke College, at Salem, then in its early struggle for existence, and farther to the southwest, Emory and Henry, which for a number of years was a great power for the training of clergymen, teachers, and public men to the entire southwest. A small number of academies for girls date back to this early era. These were chiefly of a denominational Christian type, very largely an annex to the sect on which the school chiefly depended for support. Indeed, we must look to the superior clergy and the more enlightened and vigorous of the religious sects for the chief influence in the development of the secondary and higher education here, as in all portions of the South, in that early day. On the border, between the old Virginia of the east and the great southwest, Hollins Institute was for many years conspicuous. Begun by a clergyman from the North as a normal school for the training of teachers, it happily fell under the control of Dr. Coker, who, still, after a generation of good service, maintains it as one of the best schools for girls in all the Southland. Farther down, at Christiansburg, Marion, Wytheville, Abingdon, Bristol, and other places less conspicuous, were academies for boys and girls, all reliable institutions for their day, all the fruit of sacrifices and toils by men like Rev. Creed Fulton and his contemporaries, whose labors are the noblest educational heritage of this locality. A considerable number of the leading

instructors in this section were drawn from the Northeast, which, until the later alienation of the sections forbade, was the hive from which great numbers of teachers in all sorts of schools were drawn.

It is not our purpose to attempt a picture of the educational condition of this region during the past seventy-five years of its settlement, even until the breaking out of the civil war. It would be impossible to draw a picture that would be satisfactory to the vigilant home critic of all Southern history written to date. The materials do not exist for a presentation that will be accepted as just by anybody. Probably the brief reports of the one hundred superintendents of common schools in 1885 are as near as is possible to come to the facts of the case, and these are accessible in the report of the State superintendent of education for that year.

But whatever may have been the deficiency of popular culture to this date, all accounts report the state of education immediately following the close of the war as sufficiently depressed to excite the gravest apprehension. From 1865 to 1870 was everywhere in the South a season of prostration, alternating with fierce outbreaks of local resistance to the national military rule. While attempts were made to revive the old-time field subscription schools, and academies and colleges were resuming their activity, still all beside the favored few were in a condition that made the use of these educational advantages impossible. It was not until 1870, when the American system of common schools for the first time was introduced into the oldest American Commonwealth, that a vast majority of the people of this great region had a fair opportunity to give to their children even the small elementary schooling that is still the meager pittance accorded to the majority of Southern children to-day.

But we shall greatly misjudge this section of the Southern white people if we infer that this prevailing illiteracy in the knowledge and use of books implied a fatal lack in education. Here is the rock on which so many of our university men and educational experts to-day are aground—the comparison of European and American youth on exclusively literary lines. It may be, as President Eliot is fond of telling us, that the French or German boy of 16 knows his Latin grammar and some other portions of the school curriculum more thoroughly than our own. The American boy, meanwhile, has been a close and eager student in the greatest university of all the ages, the new American life. At 18 he knows more of what he must do and be as a man than the average European man knows or can know under the existing conditions of his outdoor life. While we must insist on the increasing thoroughness and correctness of our school work for all classes and conditions of our people, we need not forget that the special merit of republican institutions is their educational power over the citizen from the cradle to the grave.

No portion of the American people from the beginning has so profited by the experiences and opportunities of this national university of the common American life as the class we sometimes call "the third estate of the South;" the nonslaveholding, plain people, who in 1860 constituted an overwhelming majority of the white population of these sixteen Southern States. No section of American history could be woven into a story of the making of a republic more thrilling in incident, more instructive to the social philosopher or historian, than the true story of the rise and growth of this portion of the southern white population, from its earliest appearance upon the Atlantic seaboard south until

its last uprising in the Farmers' Alliance of the present decade. At first it was the most adventurous and independent class of the southern country; the least satisfied with the high aristocratic complexion of the Old Dominion by the sea. It pushed through the gaps of the nearer mountains, forced back the line of savage warfare in the decisive battle of Point Pleasant, broke the power of the Indian, and, under the lead of Col. George Washington, cleared the country of the Frenchman and his brutal allies, even before the Revolution. There has rarely been a more capable set of men than the better class of the early immigrants to southwestern Virginia. The records of the half century before the Revolutionary war abound with the exploits of this courageous, all-enduring, and powerful people—the makers of Kentucky, Tennessee, and the new Southwest. In their way they were a body of religious, moral, and solid colonists of a new country whose perils and hardships already imparted to their stern and decisive character a strain of ferocity and almost barbarism in their dealings with the “noble savage,” of whose nobility they had no high estimation. The admirable series of volumes by Edmund Kirke (Mr. Gilmore), on the early settlement of Tennessee, with the brilliant sketch of the environment of Andrew Jackson by James Parton, and the growing literature of this interesting portion of the old republic, furnish an illuminating picture of these times and men. It is significant that the three older Presidents of the United States—best known through Christendom—Washington, Jackson, and Lincoln—were all, to a great extent, educated by the pioneer life of this time and this region, and the present Chief Magistrate of the United States, Benjamin Harrison, is the descendant of his grandfather, whose big hat covered a head trained in the same stringent school. While Washington, with the assembled forces of the eastern colonies, was holding the British empire at bay from Boston to Savannah, Lewis, Sevier, and their partisan associates of the backwoods were achieving the equally important and more trying conquest of the wild West and clearing the land of the British occupancy. And later it was the ominous cloud of southwestern riflemen, hovering on the horizon of the vast French empire of the Southwest, that made Napoleon, shrewdest of imperial politicians, sell out the territory now represented by a domain of twenty great American Commonwealths. Later yet, the same rough-and-ready army followed the heels of Jackson in clearing the country to the Gulf of Indian occupation; the climax of that remarkable series of campaigns being the memorable battle of New Orleans. Still later, a group of the same sort of people were the majority of the advanced guard of American life that swarmed into Texas and, under the lead of a Tennessee President, forced the Mexican war, which gave to the country the splendid Pacific realm, itself one of the noblest empires on the face of the earth.

The civil war was the fit climax of this campaign of the Southwest of a hundred years in bringing this portion of the Republic, consisting of the old Orange County of Virginia in 1630, to the front. There is no doubt that nine-tenths of the nonslaveholding population of this region of West Virginia, North Carolina, eastern Tennessee and Kentucky, northern Georgia and Alabama, western Arkansas, and southern Missouri were as thoroughly opposed to the great secession movement of 1861 as the people of New England. The revolt in the east at once separated from Virginia the territory now known as the progressive State of West Virginia. It rallied the mountain population to the defense of the Union, and 140,000 white soldiers, a greater army than Washington ever commanded, shouldered arms and followed the old

flag to the end. The bitter end of the civil war was felt by these 2,900,000 people in the central section of the United States where the warfare of armies was supplemented by the terrible strife of rival families, fathers and sons, mothers and daughters, schools and churches, of which the wounds are not healed even to this day. Here, during these tremendous years from 1860 to 1870, was a training school of manhood and womanhood even in the region least disturbed by the outward conflict of armies, the twenty-five counties now known as southwestern Virginia. To speak of such a people, so drilled, tutored, and trained in the great university of the pioneer American life for a whole century as uneducated is a misuse of terms. And beyond this stringent and varied discipline of actual life these people were further educated by the original method of all civilized nations. The "plain speaking" in the pulpit and on the stump of this end of the old Southern life has forced its way from the mountain region of the central South out into the free West, east of the Blue Ridge, into the very heart of the culture of the fastidious Northeast. The old-time high-soaring oratory of the educated Southern States, and the concentrated discourse of the corresponding class in the Northeast, have both "paled their ineffectual fires" before the direct, powerful, home-dealing talk of the Southwestern pioneer. The coming type of eloquence in the Republic is based on this, the most effective method yet found of moving men, women, and children to great deeds and to progressive thinking. So out of this object-lesson of the American life, annotated and punctuated by the public and private conditions of the Southwestern pioneer American civilization, did this people of which we write get a preparation for the first common school of the masses and the reconstruction of the old-time academical and collegiate training of the more favored, which makes what we now call the new education of the new South.

Never was the hand of Providence more visibly stretched forth in our American life than in the call of Horace Mann, in 1835, to lead the first reconstruction of the old-time New England district, country, and village school into the present graded common-school system of the United States. Of equal significance and no less potent in its outcome was the appointment of Dr. William H. Ruffner to the difficult pioneer position of State superintendent of education in Virginia, thirty-five years later, in 1870. Of all the States of the Union, perhaps, Virginia was the least disposed, up to this date, to adopt the common-school system of the Northern States of the Union. Only by a careful study of the educational situation, even at the close of the war, when the leading class was left almost destitute of the means to educate their children in the old-time exclusive way, can we obtain a true insight into the difficult position occupied by the new superintendent, and especially by the subordinate local supervisors of the new school system, almost forced upon the people. It probably was fortunate, that at the beginning supreme power was lodged in the State board of education, practically in the State superintendent, to appoint every local, county, and city superintendent of common schools in the Commonwealth. In this way Dr. Ruffner was able to place his hand on a body of men who believed in the new régime and could be trusted for some reasonable effort to make the new school system a reality.

The history of the introduction of the new common school system into southwestern Virginia reads like a romance in the brief records of the superintendents of the twenty-five counties now under observation. All paint in almost tragic colors the disadvantages under which the mass of the white people labored up to the time of the inauguration of

the new arrangements. Says one: "Not one in five of the whole population was possessed of the rudiments of an education." Says another: "The log schoolhouses, few and far between, scattered here and there, would tell a sad tale of ignorance to the masses and culture only to the few." Another says: "Previous to 1860 five great families held nearly the entire fertile portion of our county. They divided society into two classes, Virginia gentlemen and slaves; the poor dependent whites occupying a position like the grain between the two millstones." Still another declares: "The records of this antebellum time are written in the ignorance of the masses of the people." Still another: "Education acquired by means of public money was considered an arrangement for paupers only." The first superintendent of one of these counties writes, on giving up his office to his successor: "I have so far ruled for good morals in the case of applicants for certificates as teachers as to send none to trustees for employment who use profane language, drink drams, gamble, dance, or are otherwise of questionable character." Well might the superintendent of Washington County write in 1885: "The new common-school system was incorporated into our organic law by a convention composed of members many of whom were considered as not at all in sympathy with a large and hitherto influential class of our people. The whole movement was new and, in many features, contrary to all our cherished notions and hereditary traditions. Its enemies predicted that the system would of itself fall to pieces in a short time and be buried out of sight never to be resurrected. The opposition and distrust were decidedly outspoken in this county for several years—in some neighborhoods perhaps more than others. The improvised houses were a reproach to the name of school. The teachers were often without any especial fitness for their calling, since the better class were unwilling to engage in a free school. The State, however, had been fortunate in its selection of a man to put the machinery in motion who was heart and soul in the work, who was a true believer in free schools and who, by his energy, wisdom, and unsurpassed tact, at length lifted the despised system from its low estate to great usefulness. He laid foundations broad and deep, upon which has been built up the magnificent structure which bids fair to be the State's chief glory and the people's greatest benefaction."

But not even the high qualities and burning zeal of the eminent State superintendent could have won the victory had not the soil of this corner of the Old Dominion been prepared for the great awakening in behalf of the children. Of course, the new system was opposed by all the forces of the old régime, too often by those who were to become its most generous benefactors and most ardent friends. Poverty in the masses, class prejudice, sectarian bigotry disguised as zeal for Christian education, the deeply-rooted prejudice against the pauper free school of the old day, somewhat the sectional jealousy against everything coming from the victorious North, the greed of avarice—all these and other considerations only less powerful were enlisted against the new departure. But it is interesting to note how, in the fifteen years before this report of progress, these barriers had been so largely burned away and the common school, in theory at least, had been generally adopted throughout this portion of the State. In fact, some of the mountain counties took to it at once with a vigor and zest that shamed the more cultivated section of the Commonwealth. Superintendent Ruffner holds up Grayson County, perched upon the plateau of the Blue Ridge, to the admiration of the State. "In the first year," he says, "it had started forty-two schools, being excelled by only seven of

the more populous and more favorably situated counties of the State; and even these seven counties were excelled in enrollment. Grayson, rough and mountainous, with her snows and hard winters, enrolled 66 per cent of her school population (6 to 21) the first year, thus leading every county in the State in this respect." In 1885 every county superintendent in this portion of the State was able to report a most gratifying advance in the popular interest in education, an improvement in school buildings, gain in teachers, and increasing attendance of children. The chief impediment to an immediate and eminent success was the chronic Southern difficulty of the lack of funds to put on the ground a system so expensive as the free schooling of the whole people. Thousands of children here and through the Southland were and still are kept away from the new schools by the distance, difficulty of regular attendance, especially through the winter, unfit clothing, exposure in unsuitable buildings; sometimes by the unworthiness of such teachers as can be had at from \$20 to \$50 per month for the three or four months of the school year.

It is a sufficient answer to the assertion of the Northern enemies of the Blair bill that, with scarcely an exception, the one hundred city and county superintendents of Virginia in 1885 presented the hope of national aid of education as the great expectation and reliance of the people. The first long delay of this beneficent measure and its final defeat in 1891 have been among the most potent causes of hope deferred, deepening almost to despair, concerning an effective system of popular education, observed by the writer of this essay as a present sentiment among the friends of good schooling in this portion of the State. Another backset has undoubtedly been the involving of the school system in the hotly contested partisan politics of the Commonwealth since 1880. The solemn warnings of Dr. Ruffner against this, one of the most fatal of the group of children's diseases that invariably infest any new system of popular education, were unheeded. This great leader of the people was deposed after a term almost as long as that of Horace Mann, and the ax of political decapitation, placed in the hands of the State board, has henceforth been wielded in the usual American partisan political way. But so firmly had the system been founded in the hearts of the people during the preceding period, and every new State superintendent and probably a majority of the local superintendents had been so inspired or swept along by a decisive and progressive public opinion, that the common school of the Virginia of to-day in some ways is the advance guard of universal education in the South, and, with all its infirmities, was never in so good a condition to take the field for the final overcoming of illiteracy as in the present year. The vigorous way in which the city of Lynchburg, on the border of this section of the State, took up the new system from the first, and made itself one of the foremost of Southern cities in the excellency of its schools; and the zeal with which its efficient superintendents have wrought in the home work and its present chief official in the new institute work of this portion of the Commonwealth, have been powerful influences in the success of the movement.

There is no educational problem of more commanding interest in the sixteen Southern States to-day than the thorough organization of the educational interest in these twenty-five counties, grouped in this essay as southwestern Virginia. With a present population of 400,000, 90 per cent of the native white stock from which have been going forth for a hundred years the most valuable pioneers of the Southwest, overburdened neither with the lower colored nor recently imported

European contingent, there would seem to be no good reason why this favored realm of all the Southland should not become, in time, the most vital end of the old Commonwealth, and in connection with East Tennessee and the adjacent highland region, the most prosperous and influential portion of the old central Southern dominion. A tour, in 1892, of several months through the valley region of this country, with unusual opportunities of obtaining information concerning the present status of educational affairs, both in the towns and through the open country, has only confirmed the growing impression of the twelve years of our ministry of education in the South, that here, just now, is the providential soil to put in seed of the best quality and the most generous quantity for an abundant harvest in the near future.

The problem in this region, broadly stated, is, How can the present generation of children and youth in this portion of Virginia, at least 50,000 between the ages of 6 and 14 and near 100,000 of legal school age, be given the opportunities of good schooling and self-improvement which will bring them out abreast of the demands which their own home country will make upon every competent young man and woman within the next ten or fifteen years? At present I see that the inevitable drift of the more ambitious young men from the rural districts toward the new towns and the more progressive regions of their States has well begun. The county superintendents of schools report that a considerable class who have been available as teachers in the common schools have been carried away by the boom that recently swept like a swollen river down the great central valley, but whose backwater is now the cause of a temporary stagnation in enterprise and often of serious depression among large bodies of people. It is from a region like this and the adjacent portions of States like Tennessee, Virginia, and North Carolina that this drift is most apparent. The superior strata of country boys, discouraged by the scanty returns of the ordinary method of farming that still "lingers shivering on the brink and fears to launch away," are everywhere setting their faces toward some rising sun, real or apparent. The ambitious and bright girls are wearying of the home life, which was all the mothers and grandmothers knew, and, spite of the eloquent pleadings of the rural clergy and the glowing pictures of rural felicity drawn by the magazine poets, are making the best of time toward the 350 ways of earning a respectable living for a woman found at the great centers of the new national life. It is simply wasted breath to scold or entreat them to stay. Some of them may not find what they seek; but all of them will measurably satisfy the great longing of American youth for a broader and more stirring environment; greater opportunities for doing their best; social, religious, and educational privileges for their own children as they come on, better than they or their ancestors have yet known. At present there is a moderate call for their services in the score of new industrial centers growing in local importance up and down the valleys. But unfortunately only a limited number of these young people have the training essential for the positions of expert clerks, engineers, foremen, or skilled workmen of any sort. These places, often very desirable, are now filled very largely by young men and women prepared for such work elsewhere; oftener than otherwise from the neighboring Northern States. The same disability to take advantage of the situation is found among a large class of the rural population. The director of a great mining plant in this country stated that, for several years after the beginning of his enterprise, he was compelled to keep on his rolls twice the number of men required for actual service in order to obtain the

needed work. Thus, while other portions of the country are receiving many of the superior youth who often would be better off at home, the educational facilities of these twenty-five counties are neither sufficient in quantity nor of the peculiar quality or adaptation to bring out these 50,000 children and youth in a way required to meet the demands of the swiftly coming years. Yet there is no body of American youth that a wise and progressive educator would regard as better material for the coming race than is found in this later region which has patiently bided its time, now almost three hundred years, awaiting this summons to launch into the coming life of the Commonwealth.

One of the drawbacks of Southern education here, as everywhere, is the power of a noisy class of second-rate political and social leaders to excite and prejudice even the better sort of people to resent every true statement of the educational situation as another attack on the South and a fresh outcome of sectional misrepresentation and hostility. Happily, this spirit is not apparent in the superior educators in this or, indeed, in any portion of the South. Nowhere have we found this class, including a large proportion of the clergy of all denominations, more thoroughly sensible of the gravity of this demand and more strenuous in their efforts to supply the crying need. But the South, everywhere to-day, is confronted with a peril not yet sufficiently appreciated even when most apparent. In its natural desire to protect itself from the great danger of the early days of reconstruction, the governing of great States and communities by the newly emancipated freedman, the ruling class has not counted sufficiently on the more formidable peril of these States and cities falling into the eclipse of an indefinite period of rule by the great mass of illiterate and untrained people of their own race, under a leadership often more reckless and not half so enlightened as the far-famed "carpet-bagger" of bygone days. For the present, it seems that all these States, even the oldest and most celebrated, will be in the hands of this rising "third estate," less in touch with the higher American civilization than any similar body of American-born people in the Union. All that has yet been done for the uplift of the new South, especially for the educational advancement of its people, is really to a great extent the work of the old superior class, under the wise and courageous leadership of the best men and women in every community. It will require all the wisdom, worth, and culture of this portion of Southern society for more than one decade to meet this rising tide from beneath that, under various names, is every day gaining in volume and power. This influence is already dominating in educational affairs. It is already seen that large numbers of this class are not only opposed to any support, even of the secondary, much less of the higher education by the State, but are far more hostile to the uplift of the colored folk than their old masters. Indeed, the work already done for the education of the negro in the State schools has been chiefly under the influence and direction of the people that knew him best and, by all odds to-day, are his most valued friends. The alarming outbreak of lawlessness that is now exciting the whole country and is nowhere more dreaded and feared than by the best people of the communities where it appears, is but another outcome of this upheaval from below.

Nowhere is this danger so threatening as in many of these new towns and industrial centers of the entire highland and valley regions of the old central South. I find numbers of these towns thronged with families drifted in from the remote country, drawn thither from the lower strata of the new foreign immigration, often the vilest refuse of the vagrant negro population. These people come with a houseful of chil-

dren, needing all that the home, the church, and the school can do for their training into respectable citizenship. The home is too often the weakest of all these forces, either through sheer poverty or the mental and moral incapacity of the parents. The church and clergy are waking up and vigorously working the ordinary church methods of the periodical revival, the Sunday school, Young Men's Christian Association and temperance movements, with other schemes of useful reformation. But the clergy are terribly overworked through all this portion of the country. Many of them are compelled to minister in several places, often miles apart, reached during the winter in the laborious southern way through a battle with mud, bad roads and changeful weather, especially kept going as constantly as the country doctor by the demands of a parish work that includes miles of a wide country side. The most effective method of dealing with this youthful crowd is by a good school established in every locality, rural and village, taught by a worthy, intelligent man or woman, who will be more than the ordinary pedagogue, the "guide, philosopher, and friend" of the little people; at once training the head, the heart, and the hand, and holding up before these young Americans the knowledge of the great opportunity that in a near future lies just outside the school-house door.

But here is, just now, the most critical feature of the situation. We found scarcely a village in this entire district where the educational arrangements were in any reasonable way adequate to the emergency. In several important places the public school hardly existed, or was in a condition so nearly useless that it was painfully unfit for even the elementary schooling of the small number who were found in it. We doubt if in any place visited two-thirds of the children between 6 and 12 were in regular attendance in any school of any value. The boys on whom these communities must rely for their male citizenship are drifting out of school at the age of 12, seldom better occupied outside than inside even the poor arrangement for education on the ground. While several of these villages were getting new and improved school buildings, I found but one where the people seemed to recognize the necessity for a well-organized graded school system under competent superintendency, in the hands of fit teachers sufficient for the growing population during a session long enough to be of real service.

In the open country I could not hear of any especial progress adequate to the great need of the people. Schoolhouses too often unfit for occupation; teachers working at from \$20 to \$30 per month for what is called a term of five months in the year; county superintendents paid so little that it is almost impossible to entice an expert into the work, and, added to these disabilities, the interference of local and State politics, often sectarian, religious, and social jealousies. We found the people whose influence and coöperation is necessary to hold up an effective system of popular education generally incredulous, almost despairing of the possibilities of sustaining a school system adequate to the advancing needs of the population. In the present condition of affairs the superior families in the country districts are anxiously looking about for some way to educate their children, leaving the farms for the villages, sending off their boys and girls at a tender age to distant schools, too often not able to avail themselves of the opportunities of the academical institutions which are scattered up and down the region. In almost every village the establishment of new colleges or private schools for instruction of the better-off pupils leaves this influential portion of the community antagonistic or indifferent to the fate of the common school,

where two-thirds of the children must be educated, if at all. In short, all the difficulties against which Dr. Ruffner and the early superintendents of education so bravely struggled are here, still on the ground, somewhat overcome by the experience of the past twenty years, but still a mighty obstacle. And the important fact is that while the industrial life of this great realm has shot ahead so marvelously during the past ten years, and the promise of a new future is brightening the sky, the educational public outside a few institutions and localities does not seem to have really sensed the situation, but is going on at the gradual pace that would have been helpful in the days that are past, but which is altogether behind the imperious demands of the present time.

Of course, the suggestions of a stranger are never quite welcome, even if he is able to see the point of difficulty. But, in this essay, I do not offer theories, or make comparisons, or endeavor to place the responsibility for past or present conditions. I simply put on paper what is the talk of every superior school man or woman, every wise clergyman, every thoughtful public man, every man of affairs who sees what is coming to this favored region; especially of every good woman who, from the home and social mount of observation, is prospecting the status of her neighborhood in the swift-coming years. If there is anything of value in the suggestions of this essay, the writer only claims the merit and assumes the responsibility of putting on paper in reasonable shape what is the common report of the superior educational public which is still expected to put on the ground these great agencies of civilization. And the encouragement of the work is that, in every community, there are decided indications that the present condition is a state of transition, and this important portion of the country is not now and will be less and less content with the present opportunities as the years go on.

In contrast with a new State like Texas, an old commonwealth like Virginia, with an influential cultured class, chiefly trained by the educational methods of a generation ago, encounters serious difficulties in putting on the ground an effective system of schools for the masses. The people who need it most are often least awake to its necessities. The educated portion of the community, always the minority, finding the progress so slow and deeply anxious for the schooling of their own children, can not await the tardy development of the common schools, but look to established institutions or extemporized private arrangements to do the imperative work.

Until 1870, southwest Virginia, with what is now West Virginia, seemed reasonably content with the old-time Southern system—essentially the British system of half a century ago—a scheme of colleges and academies for such as could afford their expense and aspire to their training, and the field school or poor school of the past, with a widespread illiteracy that was never reported in statistical tables and only known to the class of progressive educators on the ground. The result is that there are now, in southwestern Virginia, a supply of colleges and academies with college names more than sufficient for all the reasonable demands of the genuine secondary and higher educational training of the country for the next twenty years. The old drift of students to the Virginia schools from the far Southwest is becoming sensibly less every year, because these States no longer are obliged to go northward, but find their new school systems every year more satisfactory. There is no educational reason why Louisiana should send her superior boys and girls beyond Tulane University and its annex, the Sophie Newcomb

College, it being in all matters of organization, present efficiency, and a rational expectation for the future, the equal of any institution for the best discipline and instruction of a Southwestern student. Texas is becoming a land of good graded village, improving academical, excellent normal, and promising State university schooling. The nearer States are alive with the development of this class of institutions. It would therefore seem useless to build up collegiate or academical seats of learning beyond the present immediate necessities of the home population, especially in this portion of Virginia, where the demand is for the popular schooling of the masses and a broader education of the secondary and higher departments.

There are now in this portion of Virginia three collegiate foundations for boys, which, properly supported, generously endowed, and handled in the spirit of the advancing college and university life of the time, will be ample for the home schooling of these twenty-five counties for years to come—the State Agricultural and Mechanical College at Blacksburg; Roanoke College, at Salem, and Emory and Henry College, at Emory. Each of these is now in excellent condition, as far as a competent faculty, adequate curriculum, and arrangements for the thorough schooling of its students are concerned, to do a great work, adapted especially to the needs of the district. With extensive knowledge of similar institutions in every Southern State, I am sure that under its present management, no one of them is ready to do better than the State Agricultural and Mechanical College at Blacksburg. If the farmers of the most attractive agricultural country awaiting a broader development in the Union will heartily stand by this institution and the railroad and manufacturing interests will coöperate with the State in giving to it the helping hand and aid in the organization of a thorough system of industrial training through the entire country, there will be no educational opportunity more to be envied than is open to this in a future near at hand. Roanoke College, at Salem, through the activity of its enthusiastic and far-sighted young president, is already known in some of the great centers of educational activity in the North. Boston could do nothing better than supply it with the endowment to educate hundreds of the sort of vigorous and ambitious young men that are now under instruction. Emory and Henry, in situation and sufficiency of buildings, is ready to welcome 500 students and renew its youth. Its crying need, like the majority of Southern colleges, is money to enable it to work its machinery and hold on to the class of capable young professors that can be had for the proper support in all these States.

All these institutions have adopted the elective curriculum and are in essential respects in vital sympathy with the best tendency of the university and college life of the day. It would be a gracious thing, and no less just than generous, if the men of wealth who have gone out from southwestern Virginia during the past twenty-five years and now are found among the crowd of millionaires in several of the northern and western cities, would "remember the rock out of which they were hewn" and repeat the work so splendidly done by a similar class of prosperous men in the New England and Northern States, whereby almost every worthy college from Boston to San Francisco has been generously endowed and magnificent new foundations laid since the close of the civil war. Here, as in northern Alabama and other portions of the South, we are glad to take note of the far-sighted generosity of some of the railroad, land, and manufacturing companies recently established, in giving sites for schoolhouses and churches; con-

tributing, sometimes generously, and in some cases actually building schoolhouses and supporting free schools for operatives and workmen. A great deal more of this sort of work could be done in southwestern Virginia by these great wealthy corporations which to-day almost hold this splendid country in the hollow of their hands; done, not only to their own pecuniary advantage, but, what is of far more importance, to the uplifting of the masses of the people, on which all the highest success of their own investment will depend. There is an admirable foundation already laid through the great service of President Cocke, of Hollins Institute, in a near suburb of the new city of Roanoke, for a woman's college of the type of Vassar, Smith, Wellesley, Bryn Mawr, in a beautiful and healthful region, with ample buildings for a great beginning, at the headquarters of the new development of southwestern Virginia. An investment of a million would place here a great school of the higher type and perpetuate the well-earned reputation of this well known institute, for the past forty years one of the most notable of Southern schools.

Of the secondary schools for girls the same can be said as concerning the colleges for boys. There are more than enough in number to supply the actual need of this region for a generation to come. Under the various titles, College, Institute, Seminary, they all, with the usual variations of good, indifferent, and poor, are of the same sort; all schools for the secondary education, compelled by circumstances to assume, on the one hand, something of the higher and, oftener, of the elementary training of their pupils.

The radical infirmity of the Southern educational situation is the weakness of its elementary department. In the vast open country and in the majority of little hamlets that hardly rank as villages, both the public and private schools for children under the age of 15 are oftener than otherwise of the sort that nobody is satisfied with save their teachers and their "kinfolk and acquaintance." The result is that when the girl whose parents are able to meet the cost, and, more and more, even the daughter of the humbler family, assisted by some friend or church or the kindness of her teachers, reaches the verge of American young ladyhood, she is filled with the desire for a better education and goes with the increasing throng that crowds the private secondary school to repletion, sometimes even to the peril of health. The school, even of average worth, generally has one or more superior teachers and often is able to give a thorough training in its curriculum, including music and boarding-school art. But here comes in the drawback. The majority of these pupils are neither by habits of study, mode of life, or elementary knowledge, in any fit condition to enter upon a genuine course of the secondary education. Time is flying; young womanhood, with all the bewitchment of the genial social life of the southland and the bewildering mirage of early marriage, is waiting outside the schoolhouse door. To go back to the proper work of childhood and learn honestly and well the few things indispensable to scholarship, culture, and true refinement seems a moral impossibility. To launch forth on the untried ocean of the higher branches, music and art, has at least the attraction of novelty. The latter is the ordinary conclusion. Spite of the misgivings of their teachers, the situation is what it is and the crowded curriculum, including Latin, is adventured upon and buffeted with like a strong or faint swimmer fighting an Atlantic surf. A portion of the managers of these schools are seriously trying to shorten the course, leave out superfluities, and give these pupils a moderate task, with the hope of better results. But here come in the ignorance and ambition of

parents, who insist on having the worth of their money in all the luxuries of the great modern feast of knowledge. The intense rivalry between the denominational seminaries, in which the spirit of an ardent sectarian propagandism blends with the natural desire for success, and the absolute necessity of numbers to the existence of the institution, make it very difficult to introduce any reform in the direction of thoroughness and limitation of studies. The few superior girls whose health is adequate to the tremendous toil imposed by such an undertaking, often amid an environment so unfavorable, come out with honor and frequently complete their studies at schools of higher grade in better condition to do valuable work. The larger crowd of social, faint-hearted, or frivolous girls get on in their own way and graduate into the class of women who perpetuate the defects of this type of seminary by enthusiastically pushing their own daughters into the same condition of affairs.

It can not be truly said that the teachers of the institutions are chiefly responsible for this state of affairs. Indeed the quality of their teachers is steadily improving and no school of any mark is wanting in one or several who come from the highest seminaries with well deserved commendation. But the one thing that no teacher can do is to reconstruct, in one or two years, the disheveled mind of a girl, until 15 "fussed with" in the regulation private village or in the ordinary common country school. The problem is, on the one hand, to build from the foundation the scholarly mind, or at least to form some honest and effective habits of study and, on the other, to feed to this pupil as much of the rich food of the abundant bill of fare as can be digested. Nobody so well knows the difficulties of the situation as the superior instructors of this class of female colleges, and our sketch of their trials will be recognized with painful assent.

A way out of this everglade of female education of the secondary sort, from which no part of our country is exempt, is already being found on more than one side. One excellent reform is inaugurated by the courageous body of teachers who resolutely set their faces against the old British fetish of everlasting Latin. No competent educator questions the great value of classical education, when it is both classical and educational. But the caricature of classicism that the ordinary grind of boarding-school Latin for boys and girls becomes deserves all the disparagement visited upon it even by the anti-classic advocates of exclusively scientific and industrial instruction. That a girl of 15, for whom there are only two or three years of remaining school life, with no reliable habits of study, unable to spell or cipher or write a page of respectable English, at sea in the history of her own country, with no information of natural science and no acquaintance with the writers of her own land, to say nothing of English literature, enthused with the desire to take the extras of music and painting, should be shut down to the study of an ancient language which, if superficial, is of no worth, and, if thorough, must absorb the major part of her mental energies, may still be accepted as truth by a class of teachers, but is less apparent every year to the solid American common sense. Could a few more courageous managers of these schools make the new departure of admitting to the exclusive course only such as by training, mental habit, and taste are competent and insist that the average pupil shall be honestly dealt with on the lines of a solid English training, with guarded election of modern languages or the accomplishments, the objective point being to send her forth with an ardent desire for improvement and a habit of good reading of the best literature of her native tongue, the

work would be well begun. We found several of these schools where the condition of graduation is a high grade of excellence in spelling, elementary arithmetic, and the use of the mother tongue. These schools will grow with the sensible ideas of woman's education in the country. There is no implied disparagement of the higher education of women in these strictures. But all high things in the material or spiritual world are based on broad and deep foundations among the common things of life, and the success of the higher education in college or academy depends, for boys and girls, on this laying of the corner stone and broadening and strengthening the base. Here is the tragedy of college life for boys; compelling all these institutions either to support an expensive preparatory department or to work in the upper story with material so unfit that the best professors are discouraged and can only be held by the missionary spirit from accepting the constant invitation to "go up higher."

Another method of dealing with this embarrassment is the establishment of a genuine department of pedagogy in every school of the sort, with an elementary department, managed at once as a school of the best type for children and a model for the observation of young teachers, by the principal of the entire department. There are in the South a great number of admirable women, whose presence in this capacity would put a new soul into many a dull and dreary college for girls. This arrangement would offer to a family desirous of giving a full course of instruction to their girls the opportunity of beginning the work in season. It would supply the higher departments of the institution with a central corps of trained pupils in every grade, well taught, all the way up. It would be an inspiration to a large class of grown girls, sadly needing the training of children, to go back to this enticing occupation, which makes the observation of the natural methods of instruction, even the participation in this beautiful work, the greatest pleasure for the most cultivated minds. It would give an impulse to the whole range of nature studies and change the often senseless work of the art and music department, by laying the foundations of both in the thorough instruction of children, according to the methods so effectual in the best graded schools; only in this way can the public school system of the open country be supplied with teachers competent to lift them out of the present slough of inefficiency, because these graduates would be able to work for such compensation as the people can afford, and thoroughly interested in the uplift of childhood and youth in their own communities. In this and similar directions can these schools be steadily improved, until they become genuine seminaries of the secondary education, which is all the vast majority even of the better sort of young women anywhere are able to obtain.

It will be a blessed day for education in Virginia when the old-time contempt for the common school is dispelled, both by the improvement of the common school itself and a broader and more philosophic idea of education and its relation to American society. At present, the perpetual sprouting of new private and denominational schools, with high sounding names, for the gathering together of the daughters and sons of the more favored families, is one of the serious hindrances to the fit schooling of the people, and works for the perpetuation of the reign of superficiality. Few of these schools can secure the teaching force necessary to the successful schooling of their pupils, while they absorb the money and interest of the class that is most needed to build up an effective system for the community. It would be a great step forward if the trustees of half these little seminaries, now starving under denomi-

national auspices, could place their properties in the hands of the common school board, at least for the elementary departments; if necessary, retaining the secondary as a high school, with tuition. In this way "the first step that costs," the housing a graded school in suitable buildings, could be taken. Many of these village academies have large buildings and ample grounds which, with proper repairs and ornamentation, would be sufficient for the public use for a generation, leaving the people to apply the school funds to the proper work of instruction. This has been done largely in New England, and is so common in the South that we often feel impatient at seeing the educational business of the smaller towns in a deadlock, from the obstinacy of boards of trustees, or sometimes of only individual owners of these properties, which were often contributed by the people for general education in the earlier days. With this clearing of the ground many a town could afford the establishment of a good high school department, on the shoulders of the graded school of the better sort, enabling the people to keep their children at home until the final necessity for their going abroad.

Then the great schools now being founded through this region, including those of established reputation, could have some reasonable hope of fit endowment and, with increasing numbers, could rise to a fair comparison with similar institutions in other parts of the country. There are half a dozen of these schools of the superior sort, so good and under an administration so wise and progressive, that we long to see them recognized and put in a condition where the hand-to-mouth support on which they now live will be overcome and their managers be able to inaugurate the reforms nearest their hearts.

The idea of a free high school in each county, supplementing the country district school, is destined to materialize in some localities in the not distant future. Until the Southern people, far more than at present, live in cities or large villages, this would be an admirable and practicable provision for the schooling of many who can not afford even the moderate expense of the academies now on the ground. Such a school might combine instruction in the higher branches with normal and industrial training for both sexes and, if coeducational, would go far to convert the Southern people to this feature of modern educational progress. At present, the average private school for boys, in this section, suffers a prodigious drawback in the frequent lack of discipline, good order, neatness, and all the higher conditions of school life, not only from its obstinate isolation of sex, but often from the peculiarities of an old-time habit of general shiftlessness that makes school life itself a demoralizing occupation. The schools of the academical sort for boys in southwestern Virginia are few in number and, generally, of inferior quality to the seminaries for girls. This is probably due to the fact that the number of girls in secondary schools is already much larger than of the boys, and the disparity is yearly increasing. The Southern boy generally concludes to go to college or to leave school before the age of 14. In the former case he goes to a college with a preparatory school department, leaving the ordinary intermediate schools. Outside these, we find a few seminaries for boys of high grade, for special preparation for the universities; although sometimes these are of the old-time type, out of elbow touch with the best in the education of the communities in which they abide. The coeducational graded public school is now the most vital element in the educational life of the South, when it is properly organized, placed above the reach of political, sectarian, or social interference, and put into the hands of a competent superintendent "with power to act."

But the root of the matter must be found in a great revival of the common school interest in city, village, and open country. Here is the original clearing of the forest of illiteracy in the draining of the slough of ignorance, superstition, shiftlessness, vulgarity, and vice, without which the secondary and higher education in a country like ours can only result in an occasional success; even a majority of its own students fatally handicapped by a neglect of the foundations in early childhood and youth. It is not necessary to emphasize the unsatisfactory condition, in this region, even of the village schools for the people, much less to insist on the failure of the average country school to give the necessary training for the American citizenship of the present day. Our people, everywhere, must shake off the pleasing delusion that things are now as they were half a century ago, when there were no great cities, even in the most populous States, and the rude boys came up to town in various conditions of ignorance of letters, with no special training, from the remote rural districts, and by a sharp fight for success, in half a lifetime secured wealth and consideration in communities made up of people of the same sort as themselves. But to-day a young man, with a corresponding lack of preparation, finds himself in Roanoke, Bristol, Radford, face to face with half a dozen bright fellows, trained in the best schools for any and every service for commerce, manufactures, or mechanics; and straightway "moves on" to a crude cultivation out on some borderland, or becomes discouraged and "gives himself away" to the crowd of worthless and reckless youth that haunt these places and make life hideous to every well-intentioned man. The only condition of meeting the requirements even of a progressive agriculture is the solid foundation of the education in the elements that could be well given in a good country district school, properly housed, with a competent teacher and moderate library and session of six or eight months in the year. There could the foundations of a fair school training be laid, a taste for reading and a habit of study formed, with a valuable training in "good morals and gentle manners" and, above all, a hunger and thirst after knowledge and an elevated idea of American citizenship be matured which would lead on like a guiding star, high in the heaven of youthful aspiration, to any possible achievement.

We are often enough reminded that the Southern common school, especially for the negro, has been a failure, at best sending forth its graduates unfit for the life they must lead and with no fitness for that to which they blindly aspire; but, pray, what can be expected of such a life as can be seen by a traveler in thousands of these common schools—the schoolhouse cheerless, unwholesome, and repugnant to all ideas of decency; an ignorant, conceited, often vulgar and sometimes vicious teacher, working on a salary below that of the waiters in the hotels of the neighboring villages; a mob of children, studying out loud, demoralized by the disorder and violence that invariably attend such a gathering; a third of the pupils only in occasional, and not half in what is called "daily attendance;" working against the disgust or absolute neglect of the better sort, and worried by the miserable jealousies and local feuds of the lower order of its patrons? Just what we do get? A failure that is imputed to the system itself and gives new occasion to ventilate the old "wise saw" that the lower strata of humanity are better off in ignorance, as they are only pushed by education out of their sphere. Every community that tolerates an educational abortion of this sort is certain to meet retribution, pressed down and overflowing, in the increased barbarism of its humbler and the steady desertion of its better population.

We are not insensible to the difficulties that beset many of these communities in the effort to maintain a competent system of schooling which shall at once educate the lower and at the same time reasonably satisfy the higher elements of its people. The financial obstacle, however, is real or imaginary according to the spirit of the population. There is no district of southwestern Virginia which does not spend on things unnecessary, even harmful and pernicious, twice the money needed to establish a satisfactory system of education. There is no county where the people do not waste, in haunting the courts and feeding the local lawyers, enough time and cash to build a good schoolhouse in every district. People have what their hearts are set upon. The bottom necessity is a revival of the educational spirit through the length and breadth of this beautiful country, until, instead of brooding down among the hollows, the people shall lift their eyes to the uplands of a noble pride in State, country, and humanity, which will be content with nothing less than their full share of the great American heritage for every boy and girl in every sphere of life. This once awakened, the same spirit that drove the young men from their homes a generation ago to fight in a cause they held to be just and true, with a bravery and endurance that won the admiration of the world, will marshal their sons and daughters to-day in a grander war against the illiteracy which is the one American peril to all the true patriot and Christian holds dear. This done, ways and means will be found to build and furnish the schoolhouse; to find the good teacher, even if hunted for with a lighted pine knot; to watch the going on of the school with more jealous care than the political campaign; to make it the fundamental business and the most exhilarating recreation of every neighborhood to encourage the little ones in their wrestling with the daily trials, humiliations, and sorrows of life in the country district school.

But where shall be found the "evangelist" to wake up the people and hold them at the concert pitch of obstinate determination to secure for the children and youth this precious boon of education? Certainly not largely in the present system of county supervision, which by common consent has become one of the chief obstacles to the success of the common schools. There would seem to be no reasonable expectation that the State or the county can at present offer the salary to entice an educational expert to this work, or even to obtain from a competent man anything but the most perfunctory service. Real supervision is the backbone of every educational system. The best college or secondary school depends upon it, in the president or principal chosen especially for this business. What would become of any superior school if the teacher of each class and room was left to carry on his work at his own sweet will, like the only teacher in the average common school? We are not unmindful of the self-sacrificing service of a noble band of these superintendents, whose works praise them in the valleys and on the hillsides of more than one region blessed by their missionary zeal. But millionaires and martyrs do not march in regiments, even in such notable centers of moral and religious life as some of these towns are declared to be by their enthusiastic secular "boomers." The ordinary public man rarely does more than he is paid to do, whatever the people who "pay the shot" expect of him. The work in the ordinary office of superintendency of schools is largely the performance of a clerk, a perfunctory examination of candidates for teachers' certificates, a semi-occasional hasty visit to the schoolhouse of his beat, a bland compliance with the humors of influential people, and an eloquent laudation of the educational state of the county on the stump or in the report to

headquarters in the office of his chief. All this when the election or appointment of this class of officials is carried on with the best intentions. But when this choice is burdened with the whims of a personal or political interest, or entangled in any one of the score of methods that are the dry rot of public life, the result is what we see, in the defeat of all the advantages real supervision is believed to offer.

We believe that, in place of this fooling with a good thing, a system of district superintendence by experts chosen in the best way to assure the best results, paid enough to secure the entire success of trained officials, could be sustained with profit. When the bishop of a religious body comes around, the people crowd the church, the clergy hang upon his presence and take heart from his words of hope, caution, and good cheer; the women come out in their best, the children rejoice, and the day becomes a festival remembered for a year. A fit man or woman, recognized as fit, will do more to wake up a community even by a letter, like an epistle of St. Paul, than a common man drifting in and out every day of the year. The people recognize their genuine rulers and do not fail to give honor where honor is due. The State of Massachusetts, which does most for education according to its population of any State, and which from the first has done more for education than any American commonwealth and is not behind the present in its care for the children, supervises its schools by a secretary of the board of education and a corps of half a dozen trained assistants. But the superintendent is not a politician "on the make" for a higher place, and each gentleman of the board is a man of national reputation, always on his beat, dropping into the humblest little country school, encouraging and instructing the teacher, stirring up the country people, gathering the school committees of the towns into associations, conducting institutes, "working like a horse" all the year round. What is to hinder a State of less population than Massachusetts from concentrating her insufficient little salaries of county superintendents into a State fund to keep in the field a corps of trained experts of the best men and women of the Commonwealth, to visit the cities and revive the towns, break up the fallow ground and plant trees of life by the side of every stream and great forests on every mountain side? Nothing but the obstinate prejudice that always keeps on the ground any dead-alive system of "how not to do it," with the little teasing ambition of people to hold a little useless office, that is the curse of our American civilization. A great man will yet be found—he may be even now on his way—who will waken the people of this fair country of the Southwest so they will send up to the capital a body of Representatives that will demand a reconstruction of the present inefficient method of handling the schools of the country—handling and manipulating until the children seem to have only the crumbs that fall under the tables, that the dogs do eat. The enterprising State of Texas has found a way to success in the bringing forward of the ablest women for the most important office of supervision of schools. The great West found out years ago that the male sex is not an indispensable condition of fitness for superior school work in all departments of educational activity. Virginia has "noble women not a few" who are fully competent for this work of supervision, and who, if sent forth on this message of love to the children, would bring forth the response that always comes from a true Southern community to anything brave and efficient done by the humblest girl.

A few years ago, at a convention of the teachers of the State of New York, a resolution was passed, urging that, at least, one address on the subject of popular education should be given in every school

district of the State during the coming year. Whether 12,000 orators responded we are not informed, but certainly nothing would better relieve the deadness and torpor of the southern winter on these great hills and in the broad valleys like a widespread organization of common school associations, holding frequent meetings in the churches and schoolhouses of every district, in behalf of the children and youth. The clergy would be foremost in this good work; as the ministers of New England, in the old time, were the guardians and strong friends of the little country schools and lyceums, out of which grew the public library, the lecture system, and the reading and thinking habits of the people. We are told that eloquence is on the decline. Perhaps it is true that the people are coming to demand facts and practical instruction in place of clerical highflying and supernatural vaticination in the pulpit, and are so worn out with the thunder of stump speaking that they prefer the fireside or the shade tree, with a respectable newspaper, to the great speech of the regulation campaign orator. But surely if there be a cause in which the dumb could speak, the silent fathers and mothers grow eloquent, the aspiring young man be lifted to enthusiasm and the maidens break forth into song, it would seem to be the uplift of 50,000 children and youth to welcome the coming dawn of such a destiny as will change the fate of the Old Dominion. For here it is not the rising up of another group of famous men to catch the eye of the nations; but the drill of a generation of American boys and girls for the labors and discipline of a citizenship which makes every man a sovereign and every woman "the power behind the throne." Such a revival would result in the awakening of the people to the fact that only by local taxation and local supervision of schools can there be any permanent success. Thirty years ago, great armies in the southland fought to the death to testify to the rights of the State as opposed to the concentration of power in the central government. What were the use of all this blood and sacrifice of men if, in her most vital interest, she must fall back upon a halting and capricious legislature to originate every movement for the betterment of our schools? Rather should every city or district be empowered, under fit conditions and in suitable localities, to tax itself to the uttermost for the bottom interests of the State. The cry of the average politician is still the old chestnut, that "taxation is tyranny," whereas taxation, wisely and vigorously imposed, is the lifeblood of republican civilization; taking out of one pocket to put into another the money that brings to the children the precious instruction and discipline without which democracy becomes a byword and a government of the people and by the people only means anarchy and down-rushing destruction.

We are glad to see that in several of these new villages, where the bulk of the negro population of this part of Virginia is found, a fair arrangement is made for the children of this race. There is a special call for this, as for another great crowd of children who flock to these towns that are springing up like a gourd in the night. If nothing else is done, this class of the population must be taken in hand and lifted, by the combined effort of school, church, and the awakened interest in social reform, to a sense of their position and duty in a civilized country. Everyone of these new mining towns or cities, with a people gathered from the ends of the earth, is a magazine of untried barbarous forces which, unless controlled especially by the fit education of the rising generation, will make it a citadel planted against the peace and honor of the Commonwealth.

We believe that one more great school for the training of colored

youth, like the Hampton Institute, could well be established at Bristol, already becoming a commanding center of educational interest. Here could be trained the teachers and clergy especially fit for the peculiar service among these people, as we see them in these villages and mining camps, and here could be organized the forces that would lift up the race to good American citizenship and Christian brotherhood.

It goes without saying that industrial education is bound to become a vital element in the school system of this portion of Virginia. At present the vast majority of the people of southwestern Virginia are workers in the ordinary methods of farming, inured to hardship, depending on daily toil to support life. To the southwestern farmer it is not a sermon on the dignity of labor or a pitchfork behind his waistband to propel him to his work, that is the crying need of the time. It is rather the better education of his boys and girls, the awakening and direction of vital force and a new ambition that will devise improved ways of tilling the earth, rotating and diversifying crops; opening the mind to that scientific agriculture which makes the land "a laboratory rather than a mine," making this fair realm blossom like the rose; and the exaltation of the family by the training in a style of home-making which demands the best culture and honors the most refined womanhood. This can possibly be best achieved through the organization of farmers' associations, where the men and women of the country may come together at stated times, discuss methods and exhibit results, and make common stock of the superior ways of doing common work. We urge again the cheerful support of the State Agricultural and Mechanical College, under its present organization, as the center of the movement for an improved agriculture. The crowning advantage of southwestern Virginia, as of Pennsylvania and Ohio, is, that under fit cultivation the country can produce all that the largest population drawn to it by the development of mining and manufactures could demand for its support. If the farmers' sons and daughters will take heed to this and prepare themselves for the coming demand, there will be little need of seeking the northland of the cyclone and blizzard, or the southland of the flood and malaria, for the most complete success in the primal profession of the tilling of the soil.

There will be a great call for a trained class of mechanics and skilled operatives, of all sorts required in a mining and manufacturing region, within a few years, in southwestern Virginia. The depression of the collapse of the real estate speculation will pass away and the people, here as elsewhere, will learn, that it is not by selling your old farm to your neighbor, taking pay in his own broad acres, with absurd overestimated value, that builds up the material prosperity of a State. This portion of Virginia, like all others, must depend for its prosperity upon the value and enterprise of the great industrial establishments that are now making their homes in its valleys and penetrating its hillsides. A great school of technology at Roanoke would seem to be a necessity. Working in connection with the State, it might be an outlying annex of the Agricultural and Mechanical College, planted where the object lesson of a new manufacturing and railroad city would always be available to the students. There would seem to be no reason why the great success of the Tulane University at New Orleans should not here be repeated; the organization of a broad educational course of study, supplementing the classical and literary training, which would do much for the refreshing of the regulation higher and secondary education. Many of these academies for girls could with great profit introduce a

department of skilled housekeeping, which would send the pupils home with a knowledge of enlightened and refined housework, overcoming the silly pride of laziness and elevating home-making to the place it deserves; the finest of all the fine arts and the most practical end of religion. A general shaking up of the old-time crude literary curriculum, flanked by a course of music and art, even at the risk of flying in the face of tradition, would be a helpful experiment. Now that the University of Virginia has called a graduate of the Miller Manual Labor School to a position in connection with its board of instruction and the Agricultural and Mechanical College has received several excellent young professors from this admirable school, it would seem that this portion of Virginia, beyond all others, could profit by such a revival of industrial education. If a dozen great millionaires could be visited on their beds at night by the ghost of Father Miller, and good Dr. Vawter could enforce the solemn warning by a flank movement, like that of his old commander, Stonewall Jackson, on this vast mountain region, a dozen great schools, like this superb university of all work, might link together this glorious land of mountain and valley by a chain of industrial Edens, waking up its 2,000,000 people to their true destiny as members of a republic whose crown of glory is the exaltation of the poor and lowly to the uplands of an intelligent, moral, industrious and patriotic citizenship.

But all these good things, seen in vision by the hopeful educator, may fall in the realization that gives them a foundation on the solid earth. Yet it is as true to-day in southwest Virginia as in Palestine, "Where there is no vision the people perish." And equally true is it that we are now living in the full light of the prophetic day when "the young men shall see visions." For, after all, even in the most progressive American Commonwealth it is upon the young men and women that we must rely for the agitation which wakes up the people to a great spiritual need and the courage and persistence that insists that "Old things shall pass away and all things shall become new."

And here is the new dominion of Virginia especially the favored land, even among the proudest of its sisterhood of States, in its coming generation of young women. While the boys are thronging the great cities of the Northeast and the new West, pushing towards the front wherever there is good work to be done, the girls are left behind. As in New England half a century ago in every town and village was found a crowd of aspiring young women, studying in the best schools, getting into communication with the great centers of culture and refined society and skilled industry, until the present year sees their daughters in possession of 350 ways of getting a respectable living, scattered all along from "away down East" to Alaska, up to every good American word and work; so do we behold the same inspiring spectacle in the State of Mary and Martha Washington. In our educational visitations up and down the State we are always in sight of a group of splendid girls, not a whit behind any former generation in all that has made the young Virginia woman the toast of a dozen generations, but with a new inspiration and mighty hope overlooking and out-reaching longing for a life beyond the uttermost possibilities of the older time. It is no lack of loyalty to the past, no scorning of the sacred memories of the mothers and grandmothers, that is making the name and opportunities of the new American womanhood so precious to many of these gracious daughters of the old Commonwealth. Their reverent love for the life that has forever past is the best assurance that the rising admiration for the new life that beckons from the hori-

zon will be faithful and true; implacable as the roots of their mountains; tender as the blue grass that drapes their slopes and nestles in their shy and shadowed coves. To them, more than to all others, is given the inauguration of the era of resurrection for this southwest Virginia that, even to the stranger first coming within her gates, appears like what the old knights of the Golden Horseshoe named it—God's country—awaiting the providential call to rise up and become the promised land of the new dominion. First let the women of Virginia demand the establishment of a genuine woman's university where the daughters, by the aid of the State, can share in the opportunity enjoyed by her sons for the past seventy years. This achieved, all good things will follow in their turn. Prophecies are delayed and dreams are forgotten, but predictions inspired by what may be seen by him who hath eyes to see and heard by him who hath ears to hear in the southwest Virginia of to-day are only the pledges of Providence to be redeemed in God's own good time.



CHAPTER XXV.

REPORT ON EDUCATION IN ALASKA.

By Rev. SHELDON JACKSON, *General Agent of Education for Alaska.*

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION, ALASKA DIVISION,
Washington, D. C., June 30, 1891.

SIR: In compliance with the requirements of the office I have the honor of submitting the following annual report of the general agent of education, for the year ending June 30, 1891:

NUMBER AND GENERAL CONDITION OF THE SCHOOLS OF ALASKA.

There is in Alaska a school population of from 8,000 to 10,000. Of these 1,847 were enrolled in the 31 schools in operation during the year closing June 30, 1891. Thirteen day schools, with an enrollment of 745 pupils, were supported entirely by the Government at an expense of \$20,639.39, and 12 contract schools, with an enrollment of 1,102, were supported jointly by the Government and the missionary societies of the Presbyterian, Methodist, Congregational, Episcopal, Moravian, Lutheran, and Roman Catholic churches. Of the pupils in the contract schools, 810 were day pupils and 292 industrial pupils. These latter were clothed, housed, fed, and taught.

The boys were taught shoemaking, house-building, furniture-making, coopering, baking, gardening, and the care of cattle; the girls were taught cooking, baking, washing, ironing, sewing, dressmaking, and housekeeping.

Towards the support of these contract schools the Government contributed \$29,360.61, and the missionary societies \$74,434.29.

UNALASKA DISTRICT.

PUBLIC SCHOOLS.

Owing to the inaccessibility of the schools in this district, only having communication with the outside world and a mail once a year, and the consequent difficulty of supervision, no public schools have been established except on the island of Unga. But wherever it was desired to locate a school arrangements were made with the leading missionary societies of the country to share with the Government in the responsibility and expense. These schools are called "contract schools."

CONTRACT SCHOOLS.

In the spring of 1890 I made a call¹ through the newspapers for volunteer teachers to go to the barbarous Eskimo of Arctic Alaska, which resulted in the following persons offering themselves: Messrs. L. M. Stevenson and P. N. Killbreath, Mr. and Mrs. James K. Reeve, and Misses H. L. Harwood and Martha McQuarll, of Ohio; Mr. and Mrs. James F. McKee, Mr. E. M. Calvin, and Miss Ella Blair, all of Pennsylvania; Misses Ella Dudley and Martha L. Taylor, of Missouri; Mr. and Mrs. Warren Norton, of Tennessee; Rev. and Mrs. S. H. King, of Minnesota; Mrs. Rebecca Wilklow, of Illinois; W. T. Lopp, of Indiana; H. R. Thornton, of Virginia; George Drenford, M. D., of District of Columbia; and Thomas H. Hang, of South Dakota. Of the above, Messrs. Stevenson, Lopp, and Thornton were selected.

Point Barrow, Presbyterian; population, Eskimo; L. M. Stevenson, teacher: This is the northernmost school in America and, with the possible exception of Upernavik, Greenland, the most northern in the world. Mr. Stevenson arrived at his station on the 30th of July, 1890, on board a whaler. The next day I reached the place on board the U. S. Revenue Cutter *Bear*, and at once began making arrangements with Mr. Stevenson for the establishment of the school. Having been unable to secure transportation for the necessary buildings from San Francisco, I procured, through the courtesy of Capt. M. A. Healy, commander of the *Bear*, the use of the rear room of the Government Refuge Station for the school. On the 6th of October, 1890, Mr. Stevenson opened school with 3 pupils. By the end of the month 15 were in attendance, and the number continued to increase until 38 were enrolled.

The school was begun under adverse circumstances, but a beginning had to be made. Five men from a stranded schooner were quartered in the room used as a schoolroom, and the teacher held them subject to the rules of the school for conduct, and required them to set the example of order, thus using them as a means of assistance in the government of the school. None of the pupils had any knowledge of the English language, speaking only their native lingo, consisting of heterogeneous sounds, produced something after the ventriloquist method of using the vocal chord, the other organs of speech not being permitted to participate in the production of sound. Those who came to school seemed to manifest a great desire to learn, and the acquisition of making "paper talk" was like the entrance to fairy land. They made rapid progress, being able to spell and pronounce all the words on the chart lesson by the end of the second week.

Nearly all the pupils, after the first day or two, manifested a strong desire to learn, and in this they were both patient and persevering, repeating the same word many times in trying to acquire a correct pronunciation. At first they were shy and feared to make a start, but after one or two letters were memorized, so that they could form a short word, they were proud of the acquisition, and upon the snow, the frost, anywhere where they could make an impression, the words were traced.

Mr. Stevenson reports it very interesting to see their black eyes flash and their dusky

¹ WASHINGTON, D. C., March 13, 1890.

TEACHERS WANTED FOR CONTRACT SCHOOLS AMONG THE ESKIMOS OF ARCTIC ALASKA.

An unexpected opportunity offers for the establishment of a contract mission school among the Eskimos at Point Barrow, and also at Cape Prince of Wales.

Point Barrow is the northernmost point of the mainland of the continent.

It has a permanent population of about 500 Eskimos. Last summer the Government erected at that point a refuge station for shipwrecked whalers. During the summer there are 1,500 to 2,000 sailors of the whaling fleet in the vicinity. This season 20 of these men are wintering there.

Cape Prince of Wales, at Berings Strait, is the westernmost point of the mainland of the continent. It has a permanent population of about 300 Eskimos with no white men.

During the summer season hundreds of the nomad Eskimos of the interior visit these points for the purpose of trade. The coming of these strangers greatly increases the influence and importance of the work at the station.

At each of these stations it is proposed to erect a comfortable one-story frame building, containing a schoolroom in one end and a teachers' residence in the other.

The schools are to be taught in English. As the people have never had schools and know no English, the schools will, for a long time to come, be in the primary grade.

There is no communication with the outside world except once a year, ships arriving and departing in midsummer.

For the first year at Cape Prince of Wales it is advisable that a male teacher go without his family. At Point Barrow the teacher should be a married man without children, and can take his wife with him.

The teachers should be of good sound health, and from 28 to 40 years of age.

The teachers should be prepared to remain at least two years.

As they will need to leave home next May, prompt action will be required. The work being both educational and missionary, applicants will send not only certificates as to their aptness as teachers but also testimonials from their pastor or others as to their Christian activity.

The rigors of the arctic winter, and the self-denial and patience required in dealing with the natives demands a missionary spirit in the teachers. None other will succeed or be willing to remain there, even if sent.

Address all applications, with accompanying papers, to Rev. Sheldon Jackson, 1025 Ninth street NW., Washington, D. C.

countenances brighten as they learned a new word or a new combination of figures. They seem to pride themselves on knowing English, but manifest little desire to speak it, as that would be breaking off from their traditions, and their Im-ut-koots (doctors) would let the evil one take full possession of them for thus abandoning the style of former days.

The attendance for the most part was very irregular, owing to the trips that had to be made out to the caches¹ where the deer were stored, and which they brought in, as required, for food, as well as to the catching of seals for both food and fuel.

After the age of 4 is reached, no parent is able to tell the age of his children, and they are not positively certain beyond 3 years, so that the classification by ages in school is mere guess work. Knowledge of the past is summed up in the single word "I-pan-ee," which may be yesterday or ten thousand years ago, or any indefinite period.

Five seems to be the basis and almost the extent of their mathematical comprehension, and beyond the limit of 15 the best of them become confused, and cut off further count by a single word, Am-a-lok-tuk, which may be anything from 1 upwards. It seems to mean plenty. If there is enough for the present meal it is Am-a-lok-tuk.

The hindrances to the work are many. The association of the natives with white men have not been ennobling, but, on the contrary, debasing, the products of which are fornication, adultery, disease, and death. Another hindrance is the lack of livelihood. The natives are under the necessity of hunting and whaling, and these two occupations keep them busy nearly the entire year, and away from the village the greater part of the time, sometimes scattered many miles over the country hunting and fishing, or over the ice catching seals, whales, bears, and walrus. The deer furnishes food and clothing, the walrus boot soles and skins for canoes, the seal food, flour, and clothing, the whale food, flour, and bone for trade.

The coldest weather reported was 49½° below zero. The long, dark (for the night extends from November 19 to January 23) Arctic winter wore away until April 14, when the report of "whales seen in the lead"² set every one wild with excitement, nearly breaking up the school. All the pupils large enough left immediately to hunt whales, and a few weeks later the remaining boys and girls left to drive the dog teams that were transporting the whalebone and meat to the village from the edge of the ice, from 12 to 20 miles out to sea.

In the spring of 1891 a schooner was chartered at San Francisco and loaded with lumber and materials for a school building and teacher's residence at Point Barrow; but the great Arctic ice pack not leaving the shore in time, the vessel was unable to reach the place, and the school has been compelled to remain another year in the Refuge Station.

Point Hope, Episcopal; population, Eskimo; John B. Driggs, M. D., teacher: Dr. Driggs reports the population of the village as unusually small, the scarcity of food during the preceding winter having scattered them along the coast in more favored villages for hundreds of miles. In taking a census of the population in April he found only 161, being one-half the usual population. Out of that number, however, he had 68 pupils. Six of these were compelled to drop out in order to provide food for their families. The others attended through the winter with great regularity. Three of the pupils died during the season, one being carried off on the ice and never heard from, probably being frozen to death and eaten by the bears; another was frozen to death, and a third died from hemorrhage.

The school was opened on the 1st of October. The day brought with it a blizzard and snow storm that lasted for nine days. During the morning the teacher occupied the schoolroom alone, but as time wore on and no pupils came he put on his furs and started for the village to hunt up the children. Upon going outside the house he found a boy walking the beach. Taking him into the schoolroom, he commenced school. At the close of the afternoon he presented his pupil with a couple of pan cakes left from his own breakfast. The effect was equal to any reward of merit. That boy proved one of the most regular in attendance during the entire winter season. The next morning 4 presented themselves, and from that the school grew to 68. A mixture of flour, molasses, and water made a sort of cake, a little of which was given to the pupils each evening, proving not only a very cheap and efficient method of securing regular attendance, but also discipline, as they had to be both present and perfect in their deportment and recitations to be entitled to cake. The scholars usually arrived from 6 to 7 in the morning and remained all day. Owing, perhaps, to their long-continued diet of frozen meat and snow eating, they had constantly to be excused to run out doors and get more snow, as the teacher found it impossible to melt water fast enough on his stove to keep them in drink. The sun disappeared on the 10th of December and returned on the 3d of January, giving them a night of twenty-four days. Lamps were required in the schoolroom from November 12 to Feb-

¹A hiding place for storing food.

²An open channel in the ice.

ruary 9. The thermometer varied in the coldest weather from 27° to 31° below zero, the average of the winter being probably about 15° below zero. During February and a portion of March a series of blizzards set in that were beyond description. The ice was solid across the ocean to Cape Prince of Wales, 200 miles distant. The effect of the gales was such that at times it seemed as if the schoolhouse must be blown away. Snow flew in perfect sheets. The schoolhouse was located 2 miles from the village, and yet, notwithstanding the storms and distance, the attendance was good. For a few days the teacher hired men to see the little ones safely home through the storm (the 2 miles distance), but soon found that the precaution was unnecessary; that they were accustomed to take care of themselves. Not being used to any seats or chairs at home, the children found it very hard to sit on benches, and greatly preferred to occupy the floor, so that, looking over the schoolroom in writing time, a little girl could be seen on her knees and elbows writing in one place, and in another a boy lying with his face downward on the floor, also writing, and so through the room every imaginable position could be seen. If beginners made a mistake they tried to rectify it by scratching with their finger nails. They readily learned the alphabet and made some progress in reading, singing, and writing, the teacher being very much encouraged with his school.

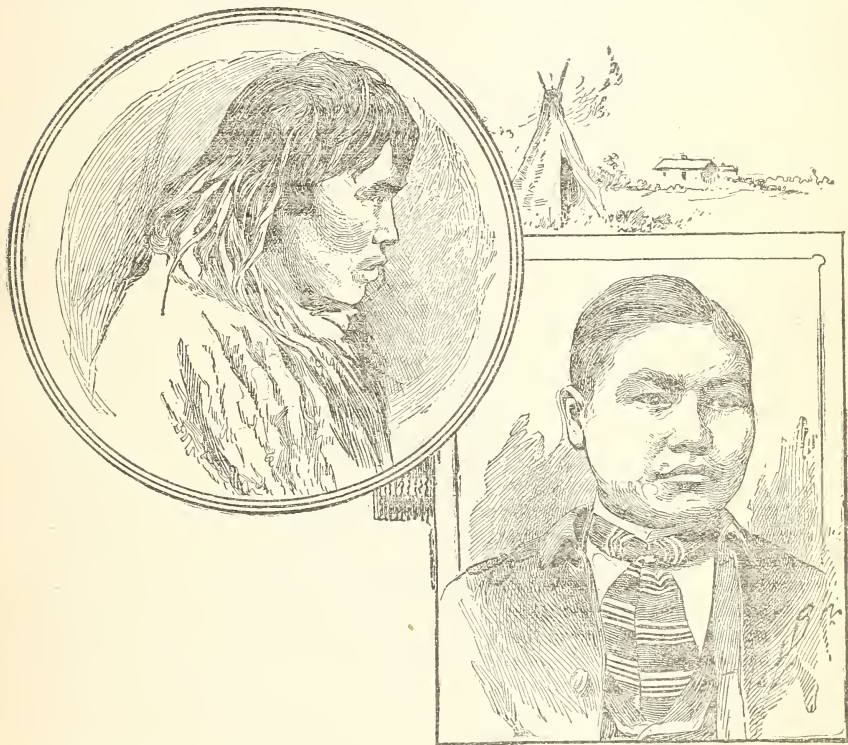
Cape Prince of Wales; American Missionary Association (Congregational); population, Eskimo; Messrs. W. T. Lopp and H. R. Thornton, teachers: School was opened on the 18th of August, 1890, with only about one-fourth of the population returned to the village from their summer's hunt.

The school being established among a wild people, that had never known any restraints, that could not comprehend the purposes of the teachers in coming to them, and could not understand their language, through misapprehension there was a good deal of trouble at first. On the 19th of September, Elignak, one of the wealthiest men of the village, and one of his wives, both in a state of beastly intoxication, tried to force their way into the house. On the 23rd of September some of the students became so boisterous and unruly in the schoolroom that they also had to be excluded from the house. And again, in November, drunken parties tried to break in and make a disturbance, so that, for two months, the teachers taught, ate, worked, and slept with loaded arms at hand, not knowing at what moment they might have to defend the property committed to them, and their lives, their minds constantly harassed with questions as to when resistance should begin and how far it would be justifiable, debating in their own minds whether it would be better to allow themselves to be robbed or murdered without resistance, or through resistance make the savages respect their manhood.

The danger to the station was greatly increased by an epidemic of the grip, which carried away 26 people in two months, which was by the superstitions of the people attributed to the presence of the white men among them. However, through tact and good management and the providence of God hostilities were prevented, and by January the strained situation was greatly relieved. Mutual confidence sprang up between the natives and the teachers. Having heard, before going to the place, of the bad reputation of the people (which, however, it was found they did not deserve), and feeling that a people who knew nothing of schools would not endure for any length of time the restraints of a schoolroom, and the cost of building being very great (all lumber and material being sent from San Francisco, between 3,000 and 4,000 miles), the schoolhouse was built, to commence with, on a small scale (a room that would hold about 50 pupils), and it was thought that if 50 pupils could be obtained among such a people, under such circumstances, it would be a very great success. But to the astonishment of the teachers themselves and to the astonishment of the friends of education that are interested in these Arctic schools, it was found that the total enrollment for the first year was 304 pupils out of a population of 539 people. The average daily attendance for the last seven months of the school was 146 and the average daily attendance for the whole session of nine months was 105. As the schoolroom would hold only about 50 at a time, the teachers were compelled to divide the pupils into three classes and hold morning, afternoon, and evening sessions of school. And then, to prevent the children who belonged to the afternoon or evening school from smuggling themselves into the morning session, or the morning children from remaining to the afternoon or evening session, it was found necessary to build two parallel snow walls some distance from the schoolroom door, and when the bell stopped ringing for school the teachers ranged themselves on either side, in order to sift the children that were trying to get into the schoolroom. It was with great difficulty that the pupils were made to understand that it was not proper to talk and laugh and jump over the benches in the schoolroom during school as much as they pleased; nor could they understand why 30 or 40 visitors could not lounge about the room which was needed for those who desired to study; so that upon several occasions it became necessary to exclude certain parties from the schoolroom, but this exclusion of a few days was all that was necessary. It was considered a great punishment not to be able to come to school. During the epidemic a number

of slates of the children that they had been allowed to take home at night were returned by order of the medicine men, who ascribed that much of the sickness was due to the slates and the pictures which the children made upon them—they were “bad medicine.”

The teachers began their school work by learning the Eskimo names of the most important objects in daily use and training their pupils in the English equivalents. From words they proceeded to phrases and from phrases to sentences, teaching them to translate from Eskimo into English and *vice versa*. They gradually added English letters and numbers, together with some elementary geography and arithmetic. Although they had had a combined experience of thirteen years in the schoolroom in the States, the teachers declare that they never had more quick-witted, intelligent pupils than these wild Eskimo children. At the beginning of the school year only a few could count ten in a blundering fashion, and nine-tenths of the pupils knew practically no English whatever. At the close of the first school year they had a good working vocabulary, knew something of geography and map-drawing



Eskimo boy in a savage state.

David Skuvinka, Eskimo boy, at school.

understood thoroughly the decimal basis of our numbers, could count up to one thousand, work examples in simple addition, write and read simple English words, and carry on a conversation in English on everyday practical matters. The pupils showed a remarkable desire to learn for learning's sake.

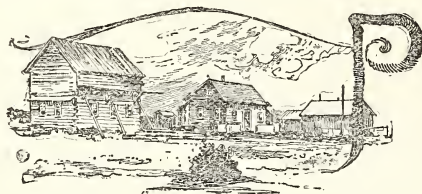
Anvik Christ Church Mission, Protestant Episcopal; Rev. O. Parker and Rev. John W. Chapman, teachers; enrollment, 6 boarding and 38 day pupils; population Athabaskan. The summer of 1890 was spent by the teachers in clearing the ground necessary for the establishment of their school and residence buildings and in erecting a small building, 15 feet square, to serve for the school. Upon the opening of school they found that they had built too small. It was, however, a great improvement upon the accommodations of the previous year. The school opened in the new building on the 1st of October, and the success was very gratifying, the attendance being nearly double that of the previous year. The teachers report some very encouraging instances of Indians at a distance bringing their children to get the advantages of the school. On the 22d of January a trip was made to several villages on

Chagelook Slough, for the purpose of interesting the people in the school. They only succeeded, however, in reaching the first village, the roads beyond that point being impassable. During the winter season the four walls of a house, 26 by 23 feet in size, were raised. The new house will serve for a dwelling, and the present residence will be turned into a schoolhouse, utilizing the present small schoolhouse for a carpenter shop for the boys.

Kosoriffsky Holy Cross Mission, Roman Catholic; Rev. P. Tosi, teacher, assisted by two sisters of the Order of St. Ann; enrollment, 83; population Eskimo. They report the attendance of 53 boarding and 30 day pupils. This is the largest and best equipped Roman Catholic school in the Territory.

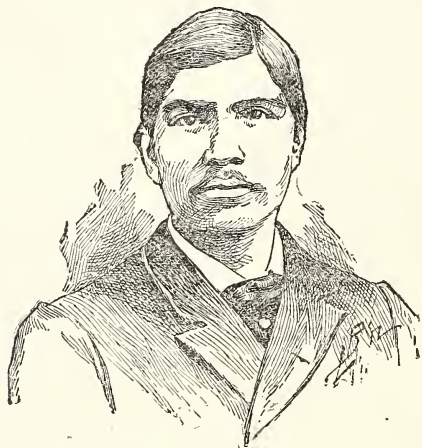
Nulato, Roman Catholic; population Indian. No report.

Bethel, Moravian; Rev. J. H. Kilbuck in charge, with four assistants; enrollment, 31; population Eskimo. Owing to the lack of a sufficient food supply, they were unable to keep the school in operation more than three terms (or 150 days) out of the school year. The schoolroom has been mainly in charge of Rev. E. L. Weber. The



Moravia Mission at Bethel, Alaska.

[From Christian Herald.]



Rev. J. H. Kilbuck, Bethel, Alaska.

[From Christian Herald.]

pupils made decided progress in the usual branches taught in schools with the exception of speaking English. Owing to the fact that English is not heard in the community outside of the school and mission, it is very difficult to secure its speaking by the pupils. In addition to the ordinary school studies taken, instruction was given in descriptive and physical geography and in physiology and hygiene. Three of the boys were given music lessons. Out of school hours the boys in connection with the home are busy in providing fuel and water, also in hunting for food. Thus they are kept in touch with the methods necessary for them to employ to support themselves when they leave school. Two of the promising boys were sent East and found places in the Indian school at Carlisle, Pa. This being the oldest school among the Eskimo of western Alaska, it has made corresponding progress and secured a great influence among the people.

Carmel, Moravian, in charge of Rev. F. E. Wolf, with three assistants; enrollment, 18; population, Eskimo: The teacher reports that they have received much opposition from the Greek priest; that there were from 15 to 18 children whose parents ex-

pressed a desire to have them attend the school, but were afraid of the priest, who had forbidden them; that some of those who did send children were persecuted for it. A protest was sent by the teachers, indorsed by the officers of the Moravian Missionary Society, asking the interference of the Bureau of Education. At the request of the U. S. Commissioner of Education, the honorable Secretary of the Treasury issued instructions for the captain of the U. S. revenue-cutter *Bear* to visit the place and inquire into the matter; but circumstances beyond control prevented this being done.

Unalaska (Jessie Lee Memorial Home), Methodist Episcopal, John Tuck, in charge, with one assistant; attendance, 16 boarders and 31 day scholars; population, Aleuts and Creoles: A great deal of interest has been manifested in the school by the community, the grown-up daughters of the Russian-Greek priest being among the pupils. There was also less interference with the regular attendance of school on account of the church holidays than is usual in communities under the influence of the Russian-Greek Church. The progress of the pupils is all that could be desired. Indeed, Prof. Tuck, who is a teacher of many years experience in New England, reports that he never saw better progress made in any school. Capt. M. A. Healy, commander of the United States revenue-cutter *Bear*, has taken a great interest in the school because of its successful management, and very kindly gave free passage to 6 orphan girls that were sent from St. Paul Island to Unalaska to attend school. Prof. Tuck still labors under the very great disadvantage of insufficient room for the school.

KADIAK DISTRICT.

PUBLIC SCHOOLS.

Kadiak, William E. Roseoe, teacher; enrollment, 80; population, Russian Creoles: The teacher reports a very successful year. The children who came with any degree of regularity made excellent progress. Some trouble, as usual, was experienced from the opposition of the priest of the Greek Church, and the taking away of the children for almost daily services of the church during certain months of the year.

Afognak, John Duff, teacher; enrollment, 39; population, Russian Creoles and Eskimo: School was opened on the 3d of October, a number of children coming in from neighboring villages to enjoy its advantages. During the year a comfortable school building and teacher's residence were erected. The teacher reports that, while the people are quiet and inoffensive, yet a hundred years of misrule has broken their spirit and left them without hope or courage to better their condition; that intemperance is very rife among them, and that many of the pupils of the school, during the winter, were on the verge of starvation because their parents had wasted nearly all their living on intoxicating liquors. On visiting his pupils at their homes, he often found both parents dead drunk and the hungry children shivering with cold. Until some efficient means can be employed to prevent the introduction of liquors among them, the school work will be carried on under very great disadvantages.

Kav'uk, Nicholas Faordorf, teacher; enrollment, 33; population, Eskimo: A comfortable teacher's residence and school building have been erected at this place. The chief industry is canning salmon, which gives employment to children as well as adults, so that during the run of the salmon in summer school is suspended. It is an important center for a school, and it is hoped that much can be accomplished in the future. Among the children are a large number of orphans that ought to be placed in an orphans' home, where they can be properly fed and clothed as well as taught. It is hoped that this end will be accomplished when the women of the American Baptist Home Missionary Society establish their proposed home on Wood Island.

SITKA DISTRICT.

Juneau, No. 1, Rhoda A. Lee, teacher; enrollment, 33; population, Americans: The children have made very gratifying progress during the year. They work under the grave disadvantage of being cramped in their schoolroom. Through the growth of the community a much larger school building is needed. It is also important that a small sum be allowed for draining and fixing up the school grounds.

Juneau, No. 2, Mrs. Seth Tozer, teacher; enrollment, 51; population, Thlingets: The native children that reside with their parents have been very irregular in their attendance. The tendency for the parents to take the whole family with them when they go off fishing, hunting, or in search of work greatly interferes with the progress of the children in their school work. Some 25 of the children, however, are occupants of the Presbyterian Home conducted by Rev. Eugene S. Willard and three assistants. These children, attending school every day and having special training out of school hours, made very commendable progress. The difference in the progress between these children from the Home and the children from the native village is so great

that it emphasizes the need of more Homes, to secure the very best results from school work. During the year a good bell has been furnished the school.

Douglas, No. 1, Mrs. W. S. Adams, teacher; enrollment, 23; population, Americans: This is the white school for the mining settlement on Douglas Island. Mrs. Adams was indefatigable in her efforts to interest and advance the pupils under her care.

Douglas, No. 2, Charles H. Edwards, teacher; enrollment, 68; population, Thlingets: The enthusiasm and skill of Mr. Edwards as a teacher has made his native school equal to any in the Territory.

Killisnoo, W. A. McDougall, teacher; enrollment, 68; population, Thlingets, with a very few Russian Creoles.

Sitka, No. 1, Cassia Patton, teacher; enrollment, 54; population, whites and Russian Creoles: This school, being attended by the children of the Government officials in Alaska, has scholars in more advanced studies than any other in the Territory. Miss Patton has proved herself a very efficient and successful teacher.

Sitka, No. 2, Mrs. Lena Vanderbilt, teacher; enrollment, 55; population, Thlingets: Owing to the want of cooperation on the part of the governor, who failed to use his influence with the native population to secure the attendance of their children at school, the results have been less satisfactory in this than in any other school. Instead of an enrollment of 55 it ought to be at least 200, and this could have been brought about if the proper influence had been exerted in the community.

Wrangel, Mrs. W. G. Thomas, teacher; enrollment, 93; population, Thlingets: This school has during the year past entered the second stage of its existence, the earlier pupils having largely grown up and gone off for work and left a second and younger set of children to come into the school. Mrs. Thomas, having been the first and only teacher of the school from the date of its organization as a Government school, has had the great satisfaction of seeing the fruit of her work.

Klawack, H. C. Wilson, teacher; enrollment, 50; population, Thlingets: During the year the schoolhouse has been repaired and made very comfortable.

Jackson, Mrs. Clara G. McLeod, teacher; enrollment, 100; population, Hydai: This school, like the one at Wrangel, having had but one teacher during its whole history, has made much progress.

CONTRACT SCHOOLS.

The Sitka Industrial Training School: This, largest of all the industrial schools in Alaska, was established in 1880 by the Board of Home Missions in the Presbyterian Church, United States of America, and has since become a Government contract school, although the entire plant, consisting of more than a dozen buildings, is owned exclusively by the board. The total number of pupils enrolled from the commencement of the school year was 99 boys and 60 girls, making a total of 159. The average attendance for the year was 140. The ages of pupils ranged from four to twenty-one years.

The buildings are admirably situated on an elevation back some 200 feet from high-water mark, with a gently rolling beach in front, and about centrally located between the village and Indian River. An abundant supply of pure water is brought in pipes a distance of three-fourths of a mile. The water is forced to a height of 80 feet into a large tank by means of a pump run by water power, and from this source all the buildings, including hospitals, are supplied.

The model cottages are eight in number, where the married couples from the school begin housekeeping in "Boston style," as the natives express it. Funds for the erection of some of the cottages were loaned (without interest) by the Indian Rights Association, and funds for the erection of others were contributed by individuals in full sympathy with a rational system of dealing with the Indian problem. The young people who occupy the cottages have a life lease of the ground, and are expected to pay for the building they occupy in annual installments. The average cost of a cottage is \$350. Of 9 couples married, some of whom were in school only four years, 8 are doing well, and are trustworthy, reliable citizens. Like all true homes, we expect these to be the centers of purity from which will radiate blessed influences that shall be far-reaching and lasting in their results. Here family life is established, and family ties are held sacred; here industry, frugality, perseverance, and thrift are developed; here old customs have no place—no Indian doctors, no witchcraft, no pot laches, no indemnity payments, no plural wives, no drinking, no gambling, no improvident want, no reckless living. In these model homes the young husbands have a chance to develop into manly, self-supporting men, and the young housewives have opportunity to develop into tidy, industrious, womanly women.

In the winter of 1887-'88 the Society of Alaskan Natural History and Ethnology was organized and incorporated. The purpose is to collect and preserve in connec-

tion with the Sitka Industrial and Training School specimen illustrations of the natural history and ethnology of Alaska.

Hospitals: There are two wards, capable of accommodating 12 patients each. During the summer the death rate was not high. The wards, however, were never vacant. The approach of a rainy winter brings colds, pneumonia, rheumatism, consumption, and epidemic diseases. Chronic troubles, sore eyes, scrofula, syphilitic taints, and tubercular disease are common among native parents and are visited upon the children. Patients receive the remedies, but owing to neglect of guidance they disregard the laws of health. It is a task to keep convalescents from exposure to drafts and violating sanitary regulations. The preparation of food, administering of medicine, care of the wardrobe, dressing of cuts, wounds, and sores, the watching and anxiety, are all exhausting to the nervous system, but when disease yields to treatment the school physician and nurses feel repaid for all their services.

Language: The children speedily acquire an English-speaking vocabulary when strictly prohibited from using their native dialects. For five years English has been the exclusive language of the school. Experience has removed all doubt as to its expediency. The use of their vernaculars (*Thlinget*, *Tsimpshean*, *Hydia*) seriously retards their progress and does them no essential benefit. No schoolbooks have ever been printed in any of their native dialects. Each distinct people has a dialect of its own, local in character, and in course of time the vernacular dialects of the tribes of southeastern Alaska will become obsolete and English will everywhere prevail. As a matter of preservation the Society of Alaskan Natural History and Ethnology has lately commenced to reduce the Thlinget language to writing, which we hope to accomplish through the instrumentality of Mrs. Paul and Miss Willard, two native teachers of the industrial school.

Culinary department: This department is a place of great interest to the pupils, both boys and girls, small and large. All want to come into the kitchen to work and to learn to cook. The boys wish to know how to cook good meals and bake good bread, pies, and cakes. They often ask if they can come into the kitchen to work, and this stirs up a spirit of emulation among the girls so that they beg to work in the kitchen; consequently, there is no lack of those who desire to work in these departments.

In the bakery the work is too heavy for the girls, and is done entirely by the boys. During the past year they have averaged 140 pounds of flour baked daily turning out from 90 to 100 loaves of delicious bread a day. When the girls serve in the kitchen they bake the pies and cakes, and the boys in their turn do the same, which is during the winter season, that being the hard period of work. Much attention has been given to the quality of food, and in the past few years it has been greatly improved. One great victory won in the battle of work in these departments is cleanliness. In this direction there has been a vast improvement made. It is a pleasure now to be with them and hear them say, "Oh, this must be very clean; I want it to be clean and nice." Viewing these departments, they have made rapid progress in the last year.

The kitchen is supplied with both hot and cold water. The greatest obstacle in the work of these departments is the annoyance of having green wood much of the time.

The sewing room has been enlarged and nicely papered. The light is admitted from the east, so that they get the benefit of the morning sun. This department is well equipped, and the amount of work done each week is surprising. The girls over 7 years of age knit their own stockings. In the sewing department they learn quickly and accomplish much. Sewing machines are in daily use, and the girls soon learn to use them. Almost every graduate has a machine of her own.

All the shoes are made by the boys, apprenticed under the direction of a master workman. Considerable custom work is also done.

Laundry: Mrs. Simpson, in charge of this department, says in her report: "Nearly all of the large boys that formerly had charge of the machinery have gone from the school, and two of the younger boys have charge of all the machinery, and are getting along nicely."

The steam laundry, with its labor-saving machinery, relieves the teachers and pupils of much hard drudging work incident to a school of this character where water and soap must be used in such copious quantities.

Carpentry department: All of the buildings on the mission premises, twenty or more, have been built by boys apprenticed to this trade, under the supervision of a competent foreman. Shopwork consists in the making of furniture, bookcases, clothespresses, screens, chests, curtain poles, picture frames, hand-sleds, bric-a-brac work, and undertaking. The outdoor work consists of joining, framing, contracting, and building. Sail-making and boat-building are among the useful industries of this department. Among our carpenter apprentices a number have shown special aptitude as artists and designers. The spirit of earnest industry is most praiseworthy, and the boys appreciate their opportunities.

Gardening: Mr. John Gamble, gardener and general worker, has three medium-sized plats of arable land. One garden, which has been cultivated for several years, produces lettuce, beets, peas, and onions in abundance. Of the other gardens, which are new, one is planted in potatoes and the other sown in turnips. Cereals, for lack of warmth and sunshine, do not ripen. Currants, rhubarb, raspberries, cauliflower, and celery are easily grown. Fruits, such as apples, plums, and pears, have not been fully tested, but it is believed that they could be grown with success.

Blacksmithing can hardly be classed among the trades by which a man can earn a living in Alaska, yet there is much work in this line, doing repairs about the mission, mending machinery, repairing stoves, making stovepipes, camp hooks, sharpening tools, and doing miscellaneous jobs for the citizens of the quaint little capital. Soldering and a little tin work are also done. The constant wear and tear in most of the work departments require much repairing, nearly all of which is done by the boys.

Painting: Two or three of the boys have received instruction in this useful branch of industry, and are kept busy painting, papering, glazing, and kalsomining.

Recreations and amusements: The home life of the school is particularly pleasant. Their games and plays are such as white children enjoy, consisting of games of marbles, baseball, townball, playing soldier, flying kites, sailing ships, target practice with bow and arrow, authors, checkers, dominoes, rope-jumping, hide-and-seek. Coasting and skating are indulged in by both sexes. Then there is an organ for the girls and another for the boys, and violins, guitars, fifes, bugles, and the irrepressible mouth organs are among the amusements and recreations of each day.

A rational system of discipline is easily and well maintained.

Those in charge aim to make the industrial training school just what its name implies. Manual occupations are in reach of the pupils as fast as they acquire sufficient knowledge of the English language to enable them to prosecute the learning of a trade with success. To accomplish anything permanent and of material benefit in the way of mastering trades, they must first acquire a fair, common school education, before which they are not prepared to serve an intelligent apprenticeship. After certain initiatory advancement has been made, industrial training is then made coequal with school-room work. While the boys are taught trades, the girls are taught all branches of household industry. Indeed, the appointments and work of the school are such as to familiarize them with American ways of living and to ingraft into their lives industrious habits.

Hoonah, Presbyterian, John W. McFarland, teacher; enrollment, 171 day pupils; population, Thlingets: Mr. McFarland was assisted in his work by Mr. Frederick Moore, a native Alaskan, who had been educated in Sitka and had also been three or four years in Mr. Moody's school for young men, at Mount Herman, Mass.

Mellakahlta, William Duncan in charge; enrollment, 172; population, Tsimpséan: The school this year has been placed in charge of Mr. and Mrs. James F. McKee, experienced teachers from Pennsylvania, assisted by some of the more advanced of the native pupils.

PRIVATE AND MISSION SCHOOLS.

Unalaklik, Swedish Evangelical Mission Union, Rev. Axel E. Karlson and Rev. August Anderson in charge; enrollment, 96; population, Eskimo: The station was strengthened during the past year by the arrival of Mr. David Johnson and Miss Hannah Swenson. The school opened on the 1st of October with an attendance of 36; by Christmas the enrollment had reached 96. A number of them came from distant villages, one family coming 300 miles across country from the Arctic region. During the long winter evenings the children were taught various kinds of industrial work, and a number of the boys as well as the girls took lessons in sewing. Invitations have been received by the teachers for the establishment of branch schools in distant villages.

Yakutat, Swedish Evangelical Mission Union, Rev. K. J. Hendrickson and Rev. Albin Johnson, teachers; enrollment, 14 boarding and 60 day pupils; population, Thlingets. During the year Mrs. Anna Karlson, Selma Peterson, and Agnes Wallin have been added to the mission force. Miss Wallin was from Jankaping, Sweden, and had made a journey of 9,000 miles to join Rev. Mr. Johnson, of the mission, to whom she was married upon her arrival at the mission, on the 18th of May. A large, substantial boarding-house, 35 by 14 feet in size, and two and a half stories high, has been erected. During the winter the church attendance at this station numbered 250.

Nuklukahyet, St. James Mission, Church of England; Rev. and Mrs. T. H. Cannan in charge; enrollment, 75; population, Indians: The school has been carried on regularly for two years, with an average attendance of from 25 to 30 in winter and a much larger number during the spring months. The school has been much crippled

pled in its efficiency by the want of suitable school material, their supplies until recently having been received from London by ship to Hudson Bay, and then by dog sled, a six months' journey from Hudson Bay to the headwaters of the Yukon.

Seal Islands, St. Paul and St. George Islands, Simeon Milevedof, teacher at St. Paul, and A. L. Noyes, M. D., teacher at St. George; population, Aleuts: Each of these schools report an attendance of 20. They are conducted by the North American Commercial Company under contract with the Treasury Department. They have met with very great difficulty in instructing the children to speak and use the English language.

Juneau, Presbyterian, Rev. Eugene S. Willard in charge, with three assistants; enrollment, 25; population, Thlingits: The Willard Home during the past year has been caring for boys and girls who, rescued from heathenism, are being trained for lives of Christian usefulness. The only limit to the work is the size of the building, but arrangements are being provided for increased facilities. The work of Mr. and Mrs. Willard, Miss Matthews, and Miss Dunbar is one of unselfish devotion for the elevation of the Alaskans.

Juneau, Roman Catholic: A school is carried on under the auspices of the Sisters of St. Ann. No report.

Douglas City, the Friends, teachers, Mr. and Mrs. Silas R. Moon; enrollment, 51; population, Thlingits: A successful home for orphan children is carried on at this place under the auspices of the Kansas Yearly Society of Friends. No report has been received.

Jackson, Presbyterian: The Home for Girls, in charge of Mrs. A. R. McFarland, has proved a very helpful institution for that community. A new school and home building has been erected during the year, and the work is in a flourishing condition.

RUSSIAN-GREEK CHURCH SCHOOLS.

(Supported by the Imperial Government of Russia.)

St. Paul, Kadiak Island, Russian-Greek Church Parish School; attendance, 40; taught by the priest: A school session is held from 4 to 6 p. m., each day.

Ikogmute, Yukon River; attendance, 15: The school session lasts from 9 to 1 o'clock, and was maintained 150 days during the year.

Unalaska; enrollment, 46; population, Russian creoles; school year, 160 days: These schools have been largely for the teaching of the liturgy to the children of the Greek Church.

Sitka, Alaska; population, Thlingits: This school is one of the largest and best conducted of the Russian-Greek schools in the Territory. No report received.

RULES AND REGULATIONS.

In accordance with the rules and regulations for the conduct of schools and education in Alaska, approved by the Honorable Secretary of the Interior, creating the office of assistant general agent, Mr. William Hamilton, of Bethlehem, Pa., was appointed to the position.

It was also deemed advisable to secure the services of Governor Lyman E. Knapp and Judge John S. Bugbee, counselors of the Bureau of Education, in matters pertaining to education in Alaska, at a salary of \$200 each per annum.

STATISTICS.

TABLE 1.—Enrollment and monthly attendance, 1890-91.

| Schools. | Number of days taught. | | Number enrolled during year. | | Sept. | | Oct. | | Nov. | | Dec. | | Jan. | | Feb. | | Mar. | | Apr. | | May. | |
|------------------------------|------------------------|-------|------------------------------|-------|--------|----------|--------|----------|--------|----------|--------|----------|--------|----------|--------|----------|--------|----------|--------|----------|--------|----------|
| | | | | | Total. | Average. | Total. | Average. | Total. | Average. | Total. | Average. | Total. | Average. | Total. | Average. | Total. | Average. | Total. | Average. | Total. | Average. |
| <i>Public.</i> | | | | | | | | | | | | | | | | | | | | | | |
| Sitka— | | | | | | | | | | | | | | | | | | | | | | |
| No. 1..... | 187 | 54 | 45 | 29 | 50 | 40 | 50 | 38 | 46 | 34 | 47 | 29 | 48 | 38 | 45 | 32 | 36 | 25 | 36 | 24 | 10 | 10 |
| No. 2..... | 165 | 55 | ..... | ..... | 35 | 16 | 35 | 15 | 40 | 20 | 40 | 20 | 24 | 12 | 40 | 15 | 15 | 12 | 15 | 10 | ..... | ..... |
| Juneau— | | | | | | | | | | | | | | | | | | | | | | |
| No. 1..... | 195 | 33 | 24 | 17 | 22 | 16 | 23 | 15 | 17 | 14 | 16 | 12 | 18 | 14 | 20 | 17 | 18 | 16 | 21 | 17 | ..... | ..... |
| No. 2..... | 192 | 51 | 34 | 21 | 36 | 20 | 26 | 21 | 29 | 19 | 36 | 22 | 33 | 21 | 23 | 20 | 21 | 19 | 23 | 18 | ..... | ..... |
| Douglas— | | | | | | | | | | | | | | | | | | | | | | |
| No. 1..... | 192 | 23 | 20 | 17 | 20 | 16 | 19 | 16 | 20 | 15 | 20 | 15 | 20 | 17 | 20 | 18 | 19 | 16 | 21 | 16 | ..... | ..... |
| No. 2..... | 192 | 68 | 41 | 22 | 46 | 21 | 37 | 22 | 30 | 17 | 23 | 16 | 26 | 16 | 27 | 18 | 17 | 15 | 19 | 15 | ..... | ..... |
| Killsnoo..... | 192 | 68 | 46 | 15 | 47 | 17 | 45 | 22 | 40 | 29 | 29 | 19 | 25 | 15 | 37 | 18 | 52 | 21 | 40 | 17 | ..... | ..... |
| Wrangel..... | 192 | 93 | 40 | 26 | 46 | 27 | 51 | 33 | 69 | 36 | 21 | 17 | 26 | 22 | 26 | 22 | 22 | 18 | 21 | 19 | ..... | ..... |
| Jackson..... | 193 | 100 | 52 | 14 | 59 | 14 | 59 | 25 | 79 | 20 | 77 | 37 | 37 | 19 | 49 | 22 | 20 | 16 | 21 | 13 | ..... | ..... |
| Klavack..... | 150 | 50 | 52 | 14 | 22 | 6 | 15 | 7 | ..... | ..... | ..... | ..... | 23 | 15 | 28 | 13 | 22 | 8 | 26 | 11 | ..... | ..... |
| Kadiak..... | 197 | 80 | 47 | 22 | 55 | 35 | 55 | 38 | 56 | 33 | 53 | 25 | 53 | 32 | 53 | 34 | 56 | 29 | 53 | 28 | ..... | ..... |
| Karluk..... | 195 | 33 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 29 | 32 | 32 | 32 | 32 | 32 | 32 | 33 | 33 | 33 | 33 | ..... | ..... |
| Afognak..... | 193 | 37 | 23 | 15 | 28 | 23 | 25 | 21 | 27 | 23 | 28 | 24 | 30 | 25 | 27 | 22 | 24 | 20 | 23 | 18 | ..... | ..... |
| <i>Contract.</i> | | | | | | | | | | | | | | | | | | | | | | |
| Sitka Indus- trial School | 195 | 164 | 164 | ..... | 164 | ..... | 164 | ..... | 164 | ..... | 142 | ..... | 142 | ..... | 142 | ..... | 143 | ..... | 143 | ..... | ..... | ..... |
| Hoonah..... | 98 | 173 | ..... | ..... | ..... | ..... | 86 | 33 | 115 | 51 | 122 | 38 | 123 | 38 | 90 | 15 | ..... | ..... | ..... | ..... | ..... | ..... |
| Point Barrow | 159 | 28 | ..... | ..... | 15 | 7 | 22 | 8 | 28 | 14 | 32 | 11 | 20 | 12 | 24 | 16 | 30 | 12 | 12 | ..... | 5 | |
| Anvik..... | 100 | 44 | ..... | ..... | 18 | 12 | 35 | 21 | 37 | 21 | 38 | 15 | 26 | 15 | 24 | 11 | 21 | 10 | ..... | ..... | ..... | ..... |
| Point Hope..... | 204 | 68 | ..... | ..... | 52 | 15 | 65 | 21 | 50 | 20 | 50 | 20 | 52 | 26 | 51 | 32 | 58 | 33 | 49 | ..... | 9 | |
| Bethel..... | 114 | 30 | 25 | 19 | 26 | 23 | 27 | 24 | 25 | 23 | 23 | 19 | 18 | 15 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Carmel..... | 186 | 18 | 7 | 7 | 13 | 9 | 13 | 11 | 11 | 11 | 12 | 11 | 9 | 8 | 9 | 9 | 10 | 9 | 10 | ..... | 10 | |
| Kossriffsy..... | 273 | 51 | 49 | ..... | 49 | ..... | 49 | ..... | 49 | ..... | 50 | ..... | 50 | ..... | 50 | ..... | 51 | ..... | 51 | ..... | ..... | ..... |
| Nulato..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Unalaska..... | 195 | 43 | 28 | 25 | 33 | 29 | 35 | 32 | 36 | 33 | 39 | 30 | 39 | 36 | 37 | 31 | 38 | 27 | 34 | ..... | 27 | |
| Cape Prince of Wales..... | 179 | 304 | 47 | 19 | 119 | 35 | 222 | 103 | 183 | 79 | 200 | 163 | 237 | 181 | 211 | 163 | 196 | 123 | 211 | 143 | ..... | ..... |
| Metlakahla..... | 176 | 172 | 97 | 49 | 130 | 84 | 151 | 99 | 143 | 89 | 143 | 78 | 82 | 41 | 67 | 44 | 72 | 42 | 65 | 32 | ..... | ..... |

TABLE 2.—Number in sundry branches of study.

| Schools. | Primary charts. | First and second readers. | Third and fourth readers. | Spelling. | English language lessons. | Geography. | Arithmetic. | Grammar. | Drawing. | Physiology. | Temperance hygiene. | United States history. | Writing. | Use of tools. | Sewing. |
|-----------------------------|-----------------|---------------------------|---------------------------|-----------|---------------------------|------------|-------------|----------|----------|-------------|---------------------|------------------------|----------|---------------|---------|
| <i>Public day.</i> | | | | | | | | | | | | | | | |
| Sitka— | | | | | | | | | | | | | | | |
| No. 1 | 17 | 15 | 10 | 30 | 30 | 13 | 30 | ... | ... | ... | 18 | 8 | 50 | ... | ... |
| No. 2 | 26 | 13 | 1 | 40 | ... | ... | 40 | ... | 40 | ... | 40 | ... | 40 | ... | 12 |
| Juneau— | | | | | | | | | | | | | | | |
| No. 1 | 3 | 7 | 14 | 21 | 20 | 14 | 24 | ... | ... | ... | 14 | 1 | 24 | ... | ... |
| No. 2 | 2 | 12 | 7 | 3 | 14 | 10 | 12 | ... | 23 | ... | 15 | 2 | 23 | ... | ... |
| Douglas— | | | | | | | | | | | | | | | |
| No. 1 | 21 | 10 | 8 | 13 | 9 | 8 | 16 | 9 | 16 | ... | 7 | 9 | 16 | ... | ... |
| No. 2 | 27 | 5 | 14 | 17 | 45 | ... | 45 | ... | 34 | ... | ... | ... | 45 | 7 | 8 |
| Killishnoo | 37 | 12 | 3 | 3 | 2 | 2 | 2 | 2 | 11 | ... | ... | ... | 16 | ... | ... |
| Wrangel | 11 | 53 | 8 | 69 | 14 | 14 | 69 | ... | 69 | ... | 15 | 8 | 69 | ... | ... |
| Jackson | 24 | 26 | 21 | 45 | 24 | 3 | 39 | 4 | 39 | 1 | 1 | 3 | 39 | ... | ... |
| Klawack | 18 | 32 | 2 | ... | ... | ... | 45 | ... | ... | ... | ... | ... | 45 | ... | ... |
| Kadiak | 18 | 24 | 14 | 55 | 56 | 16 | 56 | ... | 56 | ... | 16 | ... | 56 | 32 | ... |
| Karluk | 32 | ... | ... | 32 | 32 | ... | 32 | ... | 32 | ... | ... | ... | 32 | ... | 32 |
| Afognak | 3 | 16 | 11 | 30 | 30 | ... | 12 | ... | 30 | ... | 30 | 4 | 30 | 20 | ... |
| <i>Contract.</i> | | | | | | | | | | | | | | | |
| Anvik | 31 | 6 | ... | 24 | ... | ... | ... | ... | 24 | ... | ... | ... | 24 | ... | ... |
| Point Hope | 65 | ... | ... | ... | 18 | ... | ... | ... | ... | ... | ... | ... | 4 | ... | ... |
| Metlakahla | 35 | 98 | 18 | 151 | 50 | 50 | 116 | 50 | ... | 116 | 116 | 18 | 151 | 10 | ... |
| Bethel | 12 | 15 | ... | 27 | 27 | ... | 27 | ... | ... | ... | ... | ... | 27 | ... | 7 |
| Carmel | 5 | 6 | 2 | ... | 2 | 3 | 13 | ... | 13 | ... | 2 | 2 | 13 | ... | 4 |
| Hoonah | 79 | 44 | ... | 44 | ... | 30 | 32 | ... | ... | ... | ... | ... | 32 | ... | ... |
| Sitka | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Point Barrow | 32 | ... | ... | 32 | ... | ... | 32 | ... | ... | ... | ... | ... | ... | ... | ... |
| Unalaska | 7 | 32 | ... | 39 | 39 | 22 | 32 | ... | ... | ... | 39 | ... | 39 | ... | ... |
| Kosorifsky and Nulato | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Cape Prince of Wales | ... | 237 | ... | 237 | 237 | 237 | 237 | ... | ... | ... | ... | ... | 237 | ... | ... |

TABLE NO. 3.—Highest enrollment, 1885-1891.

| | Enrollment. | | | | | |
|----------------------------|-------------|----------|----------|----------|----------|----------|
| | 1885-86. | 1886-87. | 1887-88. | 1888-89. | 1889-90. | 1890-91. |
| <i>Public schools.</i> | | | | | | |
| Afognak | (a) | 35 | 24 | 55 | 38 | 37 |
| Douglas City— | | | | | | |
| No. 1 | (a) | (a) | 67 | 94 | 50 | 23 |
| No. 2 | (a) | ... | (a) | (a) | 92 | 68 |
| Fort Wrangel | 70 | 106 | 106 | 90 | 23 | 93 |
| Haines | 84 | 43 | 144 | 128 | (a) | (a) |
| Jackson | 87 | 123 | 110 | 105 | 87 | 100 |
| Juneau— | | | | | | |
| No. 1 | 90 | 236 | 25 | 36 | 31 | 33 |
| No. 2 | (a) | (a) | 67 | 58 | 51 | 51 |
| Kadiak | (a) | 59 | 81 | 68 | 67 | 80 |
| Karluk | (a) | (a) | (a) | (a) | (a) | 33 |
| Killishnoo | (a) | 125 | 44 | 90 | 32 | 68 |
| Klawack | (a) | 184 | 81 | 75 | 68 | 50 |
| Sitka— | | | | | | |
| No. 1 | 43 | 60 | 60 | 67 | 58 | 54 |
| No. 2 | 77 | 138 | 60 | 51 | 83 | 55 |
| Unga | (a) | 35 | 26 | (a) | 24 | (a) |
| <i>Contract schools.</i> | | | | | | |
| Sitka | ... | 100 | 186 | 170 | 164 | 164 |
| Bethel | ... | 13 | 17 | 26 | 39 | 30 |
| Carmel | ... | ... | 21 | 20 | 31 | 18 |
| Nulato | ... | ... | ... | ... | ... | ... |
| Kosorifsky | ... | ... | ... | ... | 29 | 51 |
| Anvik | ... | ... | ... | 30 | 35 | 44 |
| Metlakahla | ... | ... | 170 | 166 | 179 | 171 |
| Hoonah | ... | ... | ... | ... | ... | 171 |
| Point Barrow | ... | ... | ... | ... | ... | 38 |
| Cape Prince of Wales | ... | ... | ... | ... | ... | 304 |
| Unalaska | 45 | ... | ... | ... | 30 | 47 |
| Point Hope | ... | ... | ... | ... | ... | 64 |

a No school.

TABLE 4.—Amounts contributed by the churches and Government to the contract schools.

| Contract schools. | Pupils, 1890-91. | | Expended by Government. | | | | Expended by societies. <i>b</i> 1890-91. | |
|-------------------------------|------------------|------|-------------------------|--------------|--------------|--------------|---|-----------|
| | Board- ers. | Day. | 1887-88. | 1888-89. | 1889-90. | 1890-91. | Name. | Amount. |
| Anvik | 6 | 38 | \$500 | \$1,000 | \$1,000 | \$1,000 | Episcopal..... | \$661.81 |
| Point Hope | | 64 | (<i>a</i>) | (<i>a</i>) | 1,000 | 2,000 | | |
| Metlakahla | 7 | 164 | (<i>a</i>) | 2,500 | 3,000 | 3,000 | Independent..... | 5,000.00 |
| Bethel | 30 | | | 500 | 1,000 | 1,000 | Moravian..... | 5,475.84 |
| Carmel | 18 | | | 300 | 1,000 | 1,000 | | |
| Hoonah | | 171 | (<i>a</i>) | (<i>a</i>) | (<i>a</i>) | 200 | Presbyterian | 37,118.69 |
| Sitka Industrial School | 164 | | (<i>a</i>) | 12,500 | 18,000 | 15,000 | | |
| Point Barrow | | 38 | (<i>a</i>) | (<i>a</i>) | 1,000 | 2,000 | Methodist | 1,953.53 |
| Unalaska | 16 | 31 | (<i>a</i>) | (<i>a</i>) | 1,200 | 2,600 | | |
| Nulato | | | (<i>a</i>) | (<i>a</i>) | 1,500 | 3,000 | Catholic | 9,499.03 |
| Kosoriffsky | 51 | | (<i>a</i>) | (<i>a</i>) | 1,500 | | | |
| Cape Vancouver | | | (<i>a</i>) | (<i>a</i>) | (<i>a</i>) | (<i>a</i>) | Congregational .. | 7,400.39 |
| Cape Prince of Wales | | 304 | (<i>a</i>) | (<i>a</i>) | 1,000 | 2,000 | | |
| Unalaklik | | 47 | (<i>a</i>) | (<i>a</i>) | (<i>a</i>) | (<i>a</i>) | Swedish-Evangeli- cal. | 7,325.00 |

a No school or no subsidy.*b* Amounts expended by missionary associations, in addition to subsidies received from the Government.

PERSONNEL, SALARIES, ETC.

General agent of education for Alaska, Dr. Sheldon Jackson, Alaska, \$1,200; assistant agent of education for Alaska, William Hamilton, Pennsylvania, \$1,200; superintendent of schools for the southeastern district, James Sheakly, Pennsylvania, \$480.

ADVISORY BOARD.

Hon. Lyman E. Knapp, governor of Alaska, Vermont, \$200; Hon. John S. Bugbee, United States district judge, California, \$200.

LOCAL SCHOOL COMMITTEES (WITHOUT SALARY).

Sitka, Edward de Groff, N. K. Peckinpaugh, John G. Brady; Juneau, Karl Koehler, John G. Heid, Eugene S. Willard; Douglas, P. H. Fox, G. E. Shotter, S. R. Moon; Wrangle, W. G. Thomas, W. Millmore, Allan Mackay; Jackson, James W. Young, W. D. McLeod, G. Loomis Gould; Metlakahla, David J. Leask, Dr. W. Blutt, William Duncan; Kadiak, N. Kashavoff; Unga, N. Guttridge, John Caton, Edward Cashel; Unalaska, N. B. Anthony.

Teachers of public schools.

| Name. | State. | School. | Salary. |
|--------------------------|---------------------|----------------------|---------|
| Mrs. W. S. Adams | Alaska | Douglas, No. 1 | \$720 |
| John Duff | Illinois | Afognak | 1,000 |
| C. H. Edwards | Kansas | Douglas, No. 2 | 900 |
| N. Faedorff | California | Karluk | 1,000 |
| Miss Rhoda A. Lee | New York | Juneau, No. 1 | 900 |
| W. A. McDougall | Alaska | Killisnoo | 720 |
| Mrs. C. G. McLeod | West Virginia | Jackson | 900 |
| Miss Cassia Patton | Pennsylvania | Sitka, No. 1 | 900 |
| W. E. Roscoe | California | Kadiak | 1,200 |
| Mrs. W. G. Thomas | West Virginia | Wrangel | 900 |
| Mrs. Seth Tozer | New York | Juneau, No. 2 | 720 |
| Jno. A. Tuck | Maine | Unalaska | 1,000 |
| H. C. Wilson | Ohio | Klawack | 1,000 |
| Mrs. L. Vanderbilt | Oregon | Sitka, No. 2 | 720 |

TEACHERS AND EMPLOYÉS IN CONTRACT SCHOOLS.

- Anvik (Episcopal).—Rev. John W. Chapman, Vermont; Rev. O. Parker, Oregon.
 Point Hope (Episcopal).—John B. Driggs, M. D., Delaware.
 Kosoriffsky (Roman Catholic).—Rev. Paschal Tosi, Sister Mary Stephen, Sister Mary Joseph, John Burke, John Nagro, Mrs. Emma Bandouin, Sister Mary Paulina.
 Cape Vancouver (Roman Catholic).—Rev. Joseph Treca, Rev. Paul Muset, Mr. John Rosati.
 Nulato (Roman Catholic).—Rev. Robaut, Rev. Ragaru.
 Bethel (Moravian).—Rev. John H. Kilbuck, Rev. Ernst L. Weber, Mrs. John H. Kilbuck, Mrs. E. L. Weber, Miss Lydia Lebus.
 Carmel (Moravian).—Rev. F. E. Wolff, Mrs. F. E. Wolff, Miss Mary Huber, Miss Emma Huber, Rev. J. A. Schoechert.
 Cape Prince of Wales (Congregational).—Mr. H. R. Thornton, of Virginia; Mr. W. T. Lopp, of Indiana.
 Point Barrow (Presbyterian).—Mr. Leander M. Stevenson, of Ohio.
 Sitka (Presbyterian).—W. A. Kelly, principal; Rev. E. A. Austin, chaplain; Miss Anna R. Kelsey, matron of girls' department; Mrs. E. A. Austin, matron of boys' department; Mrs. S. A. Saxman, assistant matron of boys' department; Mrs. M. C. De Vore, teacher of schoolroom No. 2; Mrs. Clarence Thwing, teacher of schoolroom No. 1; Miss Frances Willard (native) primary teacher; Miss Mate Brady, in charge of sewing department; Mrs. Maggie Simson, in charge of laundry department; Miss Kate A. Rankin, in charge of cooking department; Mrs. Josie Overend, in charge of girls' hospital; Mrs. Tillie Paul (native), in charge of boys' hospital; Miss Georgie Guest, in charge of teachers' cooking department; Mr. J. A. Shields, carpentry department; Mr. A. T. Simson, boot and shoe department; Mr. Ernest Struven, cooper department; Mr. John Gamble, general work; Dr. Clarence Thwing, physician; William Wells (native) interpreter.
 Unalaksa (Methodist).—Mr. John A. Tuck, Mrs. John A. Tuck, and Miss Lydia F. Richardson.
 Metlakatla: Mr. William Duncan, Mr. James F. McKee, Mrs. James F. McKee.

TEACHERS IN PRIVATE AND CHURCH SCHOOLS.

- Unalaklik (Swedish Evangelical): Rev. Axel E. Karlson, Augustus Anderson, David Johnson, Miss Hannah Swenson.
 Yakutat (Swedish Evangelical): Rev. Albert Johnson, Rev. K. J. Henrickson, Miss Anna Carlson, Selma Peterson, Agnes Wallin.
 Hoonah (Presbyterian): Rev. John W. McFarland, Mrs. M. D. McFarland, Frederick L. Moore (native).
 Juneau (Presbyterian): Rev. Eugene S. Willard, Mrs. E. S. Willard, Miss Elizabeth Matthews, Miss Margaret Dunbar, Rev. S. H. King, Mrs. S. H. King.
 Juneau (Roman Catholic): Rev. John Althoff, Sister Mary Zeno, Sister Mary Peter, Sister Mary Bousecouer.
 Jackson (Presbyterian): Mrs. A. R. McFarland, Miss C. A. Baker, Rev. J. Loomis Gould, Mrs. J. L. Gould.
 Douglas (Friends): Mr. S. R. Moon, Mrs. S. R. Moon, Mr. E. W. Weesner, Mrs. E. W. Weesner, Mr. C. H. Edwards.
 St. Paul Island (North American Commercial Company): Simeon Milevedoff.
 St. George Island (North American Commercial Company): A. L. Noyes, M. D.
 Nuklukahyet Yukon River (Church of England): Rev. and Mrs. T. H. Canham.
 Buxton, Yukon River (Church of England): Rev. J. W. Ellington.
 Rampart House, Yukon River (Church of England): Rev. C. G. Wallis.

SCHOOL BUILDING.

During the year a small cheap schoolhouse was erected at the Kake village on Kupreanof Island.

EDUCATION OF ALASKAN CHILDREN IN THE EAST.

The Alaskans at eastern schools are distributed as follows: Edward Marsden (Tsimpsan), Marietta College, Ohio; William S. Fredericks (American) and George Fredericks (American), Middleburg, Vt.; Frederick Harris¹ (Thlinget), Henry Phillips (Thlinget), David Skuvink (Eskimo), and George Nocoohluk (Eskimo), Indian School, Carlisle, Pa.; Shawan Sheshdaük (Thlinget), Educational Home, Philadelphia, Pa.; Mattie Salamatoff (Aleut), Normal, San Jose, Cal.; Olga Hilton

¹ Frederick Harris died at Carlisle, June 10, 1890.

(Russian), Young Ladies' Seminary, Northfield, Mass.; Florence Wells (Thlinget), Young Ladies' Seminary, Northfield, Mass.; Flora Campbell (Thlinget), Young Ladies Seminary, Northfield, Mass.; Blanche Lewis (Thlinget), Young Ladies' Seminary, Northfield, Mass.

Of Henry Philips, Capt. R. H. Pratt, of the Carlisle School, writes:

"I have had Henry Philips for nearly a year in a machine shop in the town of Carlisle, where he has made most wonderful progress in his knowledge of machinery. He is bound up in it, far more interested in it than he was in the printing rooms. There is very little about an engine that he cannot now attend to. Moreover, he has become a very strong, sensible boy. His brain power has developed wonderfully, and he is, I believe, a sincere Christian, and leads the students in that feature of our school work. Now, I have not talked with him on the subject of your letter. The opportunity for him to go into this work came through his Sunday School teacher, who is the head of one of our firms in the town of Carlisle. It came naturally, and its worth has been fully established. I believe that Henry may go back to Alaska, able to go into any of their great mining machinery departments, or he may find profitable employment in the country at large.

SUPERVISION.

In accordance with your directions, I left Washington on the 19th of May, reaching Port Townsend on the 25th. Immediately going on board the *U. S. S. Bear*, I was assigned quarters in the captain's cabin. From May 24 to 29 I was very busy securing barter goods for the purchase of reindeer and supplies for the schools at Cape Prince of Wales and Point Barrow. At Port Townsend, Mr. J. P. Russell and party, of the U. S. Bureau of Ethnology, were received on board for transportation to the base of Mount St. Elias.

At 4 a. m. on the 30th of May anchor was weighed and we left for the north. On the 4th of June we caught our first glimpse of Mount St. Elias, one hundred and forty miles away. We coasted all day along the Fair-weather range of mountains, covered with snow and large glaciers. We also passed a number of sealing vessels. At 11.45 p. m. dropped anchor on the south side of Fort Mulgrave, and were soon after visited by Mr. Henrikson, one of the Swedish missionaries at that place. On June 5, immediately after breakfast, I went ashore and inspected the school and mission station. The teachers in charge were Rev. K. J. Henrikson and Rev. and Mrs. Albin Johnson. I found the missionaries living in a small one and a half story house (20 by 30 feet) of four rooms on the ground floor. Into this house they had taken eight boys and six girls as lodgers. During the past winter they reported 250 people in attendance at church and 60 children at school. They have erected and inclosed a complete and substantial frame building (35 by 45 feet), two and a half stories high. The schoolroom is so far finished as to be occupied. With very great labor they have cleared two or three acres of land and planted them with potatoes and turnips.

Commencing with July 1, 1891, this will be made one of the contract schools of the Government. From the mission we went through the native village; then, taking a boat, we crossed the bay in a driving rain and visited the old village, returning to the ship for lunch. In the afternoon I again went ashore, when the school children were called together and examined by myself. In the neighborhood of Yakutat are coal measures, and along the beach a black sand bearing gold. On the 6th of June we weighed anchor at 2:40 a. m. and at 9:25 a. m. dropped anchor off Guyot Glacier, Icy Bay. At 9 for a short time Mount St. Elias emerged from the clouds and stood revealed before us from base to top in all its majesty. It was a sight never to be forgotten. The whole distance from Yakutat to Icy Bay we skirted the base of Mount St. Elias and the gigantic glaciers that occupy the coast line. Upon dropping anchor Lieut. Jarvis was sent ashore to see if a landing could be made through the surf in safety. He reported favorably; preparations were at once made to land the exploring party and their supplies. At 10 o'clock Lieut. Jarvis led the way, in charge of the second cutter, with a load of supplies. Fifteen minutes later he was followed by the third cutter, in charge of Lieut. L. L. Robinson, with James Haisler, cockswain, W. J. Wright, H. Smith, T. F. Anderson, and A. Nelson, seamen, and W. C. Moore, of Prof. Russell's party. This boat capsized just before entering the breakers and all the occupants were drowned except seaman Wright. At 10:30 the first cutter of Lieut. Broadbent was sent in, but before reaching the breakers, seeing the fate of the other boat, was recalled to the ship.

The balance of the day was spent in uncertainty as to the fate of the crew in the wrecked boat. First, Lieut. McConnel was sent in shore as close as the breakers would allow, but was unable to secure information. The next morning Lieuts. McConnel and Broadbent were sent to the edge of the breakers to endeavor to open communication with Lieut. Jarvis on shore. They then returned, reporting the loss. Lieut. Jarvis was then signaled to bury the body of seaman Anderson, and, when he

could safely do so, embark and return aboard with the body of Lieut. Robinson, the only bodies that were recovered at the date of sailing. At slack water, high tide, Lieut. Jarvis and men returned to the ship, bringing with them the body of Lieut. Robinson. Several boat loads of supplies were then safely landed, until the third cutter, breaking its oarlock, capsized at the landing, and the cutter that was still outside the surf was recalled to the ship. Lieut. McConnell and crew of the overturned cutter stayed on shore all night. At 2.15 a. m., June 8, Lieut. McConnell signaled that it was safe to land the balance of Prof. Russell's party and the supplies, which was done. At 4.25 a. m. anchor was weighed and we sailed for Sitka, 285 knots away, reaching there at 5.12 p. m.

At 11 o'clock on June 10 the body of Lieut. Robinson was buried in the military and naval cemetery. While at Sitka I inspected the two Government schools, and also the industrial training school. While there Mr. William Wells, John Matthew, and William Hoonah, native boys trained in the industrial school, were enlisted on the *Bear* in the place of the drowned crew. On the 14th anchor was weighed at 3 a. m., and the ship started for the Shumagin Islands.

At 4.30 in the morning, June 18, the captain called me to the deck to see the scenery. We were abreast of Cape St. John, Alaska Peninsula. To the south were Castle Rock and Big and Little Koninshi islands. To the southwest was Nagai Island. In front was Andronick Island; and between Andronick and Nagai islands the Seven Haystack Rocks stood as sentinels across the West Nagai Straits. To the northwest were Korovoin and Bouldyr islands, while over and beyond them was the main peninsula, with its snow-covered mountains glistening in the morning sun. In the lower ravines of the mountains lay great banks of fog. Hour after hour I sat watching with unabated interest the ever-changing panorama. On the right a school of whales was playing. Then a sea otter tantalizingly lifted its head out from its watery home to see what strange monster was passing by.

About 8 o'clock we passed into Gorman Straits, between Korovoin and Andronick islands, heading for Pirate Cove on Popoff Island. On Korovoin is a small settlement of two large families. They have four or five houses and a small Greek church. The patriarch of the settlement is a Russian, who claims to be 105 years old. Passing to the north of High Island, we were abreast of Pirate Cove. Steam was shut off, the propeller stopped with a jar, and the ship lay off and on, while a boat was sent ashore in charge of Lieut. Jarvis. A small, high, narrow nook of land extending out into the sea forms a small but beautiful land-locked bay, just such a sheltered and hidden retreat as might be chosen by pirates, from which to make a sudden raid upon some passing vessel. According to tradition, this was once the stronghold of a piratical and warlike people, who subsisted by raiding neighboring settlements, from whom they exacted tribute in skins, furs, and fish. They usually made their piratical raids in their large skin boats. They were bold and brave and became the terror of the Shumagin Islands. For many years the neighboring settlements groaned under their oppressive rule, until it became so heavy and unendurable that a secret combination of warriors was formed at Korovoin to make a desperate effort for liberty. Under cover of a dark and stormy Alaskan night they made an attack on Pirate Cove. Taken unawares, the people fell before the avenging hands of those they had so greatly wronged, and the hate of years was wiped out in the complete massacre of the population, not a man, woman, or child being left alive. The place is now utilized by the McCollam Fishing and Trading Company for a cod-fishing station.

Landing on the wharf, we had to pick our way across, through, and over a large heap of fish that were waiting to be cleaned, while on the beach near by a large flock of noisy sea gulls awaited breakfast from the refuse thrown away in cleaning the fish. In a neighboring storehouse forty thousand codfish were awaiting transportation to market. On the beach was the machinery of the wrecked steamer *Premier*. On a grassy, flowery hillside back of the building were the lone graves of thirteen sailors that were drowned a few years before in the wreck of a schooner. Of the crew of sixteen but three escaped. Gathering large bouquets of beautiful wild flowers, we returned to the ship and were soon under way for Unga.

Turning south, we skirted the east side of Popoff Island, rounded Popoff Head, and made direct for the mouth of Unga Harbor, where we dropped anchor at noon. I went ashore and inspected the schoolhouse and supplies. About 3 o'clock p. m. anchor was again weighed and we went to Sand Point, dropping anchor in Humboldt Harbor, where I again went ashore. At 2.25 a. m. anchor was again weighed and we left Humboldt Harbor for Unalaska. At 4.20 we were rounding the Sea Lion Rocks off the extreme southern end of Unga Island. At 9 o'clock we passed a small settlement of Aleuts on Wosnesensky Island, which lay to the southwest of our course. Passing to the north of Ukolsnoy Island a "woolly" swept down from Pavloff Bay that sent the spray in sheets across our deck. Directly ahead was Pavloff volcano,

¹A sudden gale of wind that sweeps down high mountains on the seacoast.

covered with snow from base to summit. From the crater lazily arose puffs of smoke and steam which flew off before the wind. Rounding Cape Baum, we passed, on Dolgay Island, the village of Niclopski, of three or four houses, and the omnipresent Greek church. Passing west of Goloy Island and on between the inner and outer Iliask Islands, we were abreast of Belkofsky, a noted sea-otter hunting village. This is said to be one of the windiest settlements in Alaska. Situated on a bluff at the base of a high mountain, the "woolies" sweep over it with such violence that at times a tub set outside of the door is in danger of being blown out to sea. The village has, next to Sitka, the best Greek church building in the Territory. Upon one occasion the captain of the revenue cutter, learning that one of the citizens was making "quass" (native beer) contrary to law, sent a force on shore to seize and destroy the liquor. The owner became so furious at the loss of his liquor that he called upon the men to take everything he had, saying that without his liquor life was not worth living, and when they left him he was smashing his windows, throwing his crockery out of doors, and breaking up his furniture generally.

To the north of us a few miles was Bailey Harbor, where, during November, 1886, in the steam schooner *Leo*, I safely rode out a winter's gale. Passing between Cape Tonkey and Deer Island, in the distance loomed up Unca, a small rock upon which one fall were placed two natives to spend the winter in search of sea otters. When taken off the following spring, they were nearly dead from starvation, a storm having carried away a large portion of their provisions. At 7 o'clock in the evening, Sheshaldin volcano arose up before us, a snow-covered cone, 8,755 feet high. Passing between Cape Pankoff and the Sannak group of islands and rocks, we were again in the waters of the North Pacific Ocean. On the morning of the 20th, coming early upon deck, I found we had, during the night, passed between Ougomok Island and Scotch Cape, on Ounimak Island, and were in Bering Sea. At 7:30 a. m. we were in the midst of a large school of whales. Fourteen were counted playing at one time around the ship. They were so near that it seemed as if the ship must strike some of them. Myriads of birds darkened the surface of the water. Along the north shore of Akoutan Island the honeycombed rocks of lava formed many beautiful arches and caves, while, a short distance inland, lay open before us the crater of an extinct volcano. Rounding Priests' Rock, we were soon in Captain's Bay and smooth water. Passing Ulakhta Bay, we were opposite Dutch Harbor, where the North American Commercial Company are making extensive improvements. A few miles further, and at 2:55 p. m., we were at the wharf of the Alaska Commercial Company at Unalaska, receiving the cordial greetings of friends.

U. S. S. *Rush*, Capt. Coulson commanding, and the Alaska Commercial Company's schooner *Matthew Turner*, Capt. Hay, were in port, and, about an hour afterwards, the steamer *South Coast* arrived with a load of miners and mining material for the mines of Golovine Bay. On Wednesday, June 24, there was a heavy shock of earthquake. The week was spent mainly on shore, looking after school matters. On the 26th a drunken mother took a child out of the boarding department of the school, but upon the following day the United States deputy marshal secured the girl and returned her to the school. On the 29th the U. S. S. *Corwin*, Capt. Hooper commanding, arrived with newspapers as late as June 17, from San Francisco.

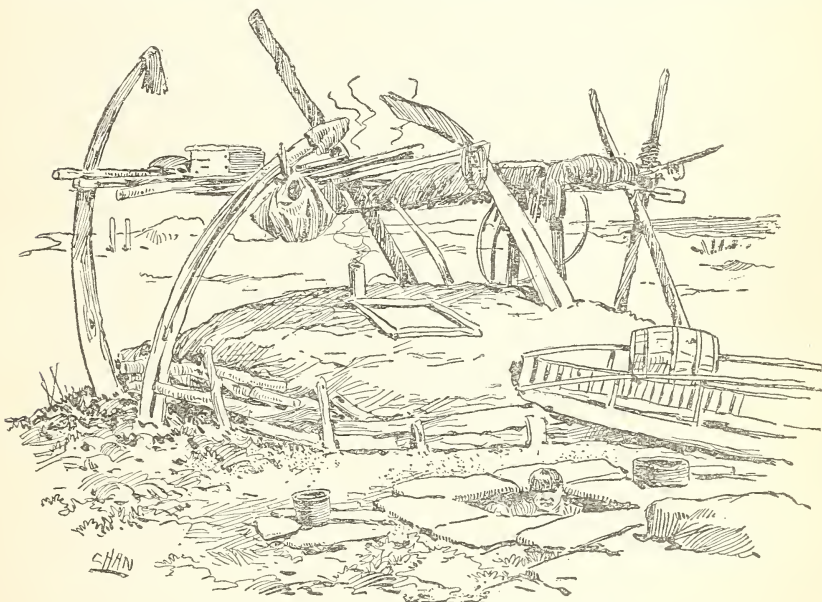
At 2 o'clock p. m. on the 30th of June anchor was weighed and we started for our long Arctic cruise, our first stop being off the village on St. George Island, at 9:45 p. m. on July 1. The school kept under the auspices of the North American Commercial Company report an average attendance of twenty pupils. The surf being too bad for landing, at 3:15 a. m. on July 2, we started for St. Paul Island, reaching there at 9 o'clock. The forenoon was spent in visiting the village and looking after school matters. The attendance for the preceding year had ranged from 42 to 50. Between the landing and the village there is a large wooden cross which marks the spot where the first religious service was held on the island, by the Russo-Greek Church. Returning to the ship we got under way at 2:45 p. m. and for the next day steamed through the rain and fog. On the morning of the 4th of July as we were just finishing breakfast we were startled by the cry, "Land all around." Rushing to the deck we found that in the fog and through an easterly set of the current, at the rate of 1½ miles an hour, we had drifted to the westward of our course 45 miles in forty-one hours and were in danger of running on shore at the southeast cape of St. Lawrence Island. A few minutes more of fog would have shipwrecked us. As customary upon such holidays the sailors were given by the officers an extra dinner in honor of the day. At 6:30 a. m. July 5 we passed King Island, five miles distant, and at 11:10 a. m. came to anchor in the midst of the whaling fleet at Port Clarence.

There were at anchor around us 11 whaling steamers and 9 sailing vessels. Soon after dropping anchor Messrs. Thornton and Lopp, the two teachers landed at Cape Prince of Wales, came on board. It was a great relief to see them looking well and to learn that they had had a very prosperous winter. They were disappointed, however, in finding that no ladies had been sent up to reinforce their mission. Soon

after landing the captains of the various whalers came on board for their mail and the day passed very rapidly. In the evening Capt. Healy and myself went off to the brig *Abram Barker* to see Mr. J. B. Vincent, third mate, with regard to procuring domestic reindeer. I had hoped to be able to employ Mr. Vincent, but found that he could not be relieved from his present engagement until the ship returned to San Francisco in the fall. On July 6 Mr. Vincent came aboard the cutter and spent the whole forenoon in discussing with me plans for procuring reindeer. In the afternoon I went ashore and visited the large number of natives that were camped on the beach.

On the 7th anchor was weighed and the ship started for Cape Prince of Wales, having on board 170 natives with their eight umniaks in tow behind. During the day the natives on board gave an exhibition of some of their dances. At 5 p. m. we anchored off the cape, and the natives were immediately set to work with their umniaks, taking on shore $18\frac{1}{2}$ tons of coal and the supply of provisions for the mission, which was completed by 9 o'clock that evening. The supplies, with the exception of the coal, were then carried by the natives from the beach to the mission house, which kept them at work until about 2 o'clock in the morning.

On the forenoon of the 8th my time was spent on shore, inspecting the mission and the village, and at 1 o'clock that afternoon the whole village was invited off to the



An Eskimo underground house. Point Hope, Alaska.

ship. Messrs. Thornton and Lopp called the school children to the cutter and gave an exhibition of what their schools could do in arithmetic, language, and singing, after which there was a race of 12 umniaks from the beach to the ship and return, the winner to receive as a prize three pails full of ship biscuit, the second best, two, and the third, one. After this the people were assembled on deck, the officers of the ship being in full uniform, and Capt. Healy gave them a talk with regard to temperance, school matters, etc., ending with appointing ten policemen whose duty it should be to assist the teachers in preserving order and looking after school attendance. The chief of the police was Er-a-hē-na and his assistant, Kitmeesuk. The others were Tiongmok, Ootiktok, Teredloona, Kalawhak, Weahona, Weakiseok, Kartayak, and Maana. The first chief, for his year's wages, was to receive three sacks of flour, the second two, and the others one each. Capt. Healy presented each of them with a uniform cap. Three rounds of blank shells were then fired from the 20-pound howitzer, to impress the natives with the power of the ship. When the shell struck the water miles away and threw a large column of water high in the air, many were the exclamations of astonishment.

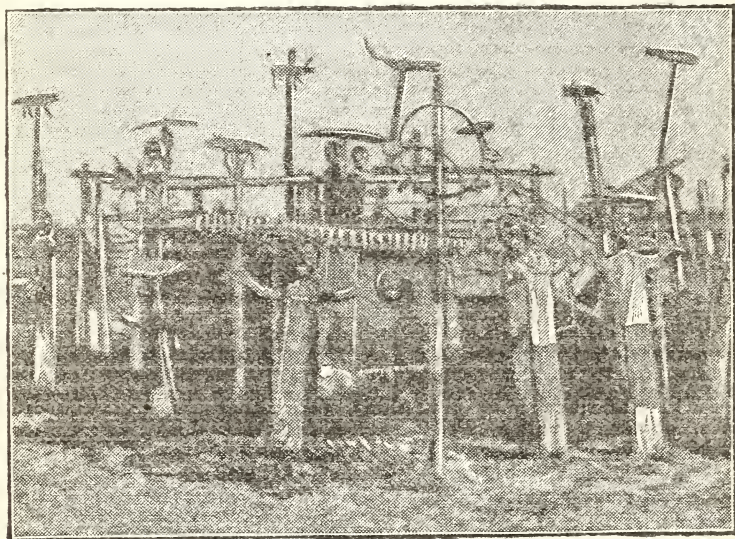
From July 8 to July 26 the time was spent mostly upon the coast of Siberia, in prosecuting further inquiries with regard to domestic reindeer, of which an account will be given later on in this report.

Upon going on deck on the morning of July 26, I found that we had just passed through Bering Strait and were in the Arctic Ocean. To the south of us the strait lay like a panorama, Cape Prince of Wales its eastern boundary, East Cape its western, and the two Diomed Islands in the center, all being plainly visible. To the right of us, looking back, loomed up on the horizon the snow-covered mountains of Asia, to the left of us those of America. The ocean was as smooth as a mill-pond. Late in the evening two ummiak loads of natives came off to the ship. The day had been a charming one of quiet and sunshine.

On the morning of the 27th we anchored off Cape Blossom at Kotzebue Sound, and soon after 300 natives were on the decks of the vessel, and a keen barter was had between the furs of the natives and the flour, powder, caps, muslin, and tobacco of the ship.

At 11:45 a. m. on the 28th anchor was weighed and the ship started for Cape Thompson, 75 miles distant.

At 5:35 a. m. on the 29th we dropped anchor abreast of Cape Thompson, and the ship's boats were at once lowered to water ship. Cape Thompson is one of the great bird rookeries of the Arctic. The early morning calls and cries of the myriad birds on the face of the cliffs sound on the deck of the ship, half a mile away, like the escape of steam from a railroad engine at the depot. Some of the officers went on



Eskimo monuments to the dead. [From Christian Herald.]

shore hunting. At 5 in the afternoon anchor was hove and the ship got under way for Point Hope, where we anchored abreast of the schoolhouse at 9:15 p. m. As late as was the hour, several ummiaks full of natives came on board to request the captain to take off their hands a sailor who the previous season deserted from one of the whaling ships and during the winter had frozen his feet so badly that they had mortified and would need to be amputated. The ship's physician was sent off to see the man with the frozen feet. Early the following day the physician returned to the ship, bringing the sick man with him. After breakfast I went on shore to inspect the school. Dr. Driggs, the teacher, reported that all the children of the village between the ages of 5 and 21, with the exception of three married girls, had been in school during the past winter; that the best attendance was on the stormiest days, as then the children would not be required to go out upon the ice to fish. The village has a present population of 161. These are only about one-half of those who belong there, the others being scattered through the country for a living, the food supply having been very scant at the village. The coldest weather experienced during the previous winter at the village, where the climate is moderated by the ocean, is 31° below zero. Back from the village a few miles inland the cold was much more severe. The longest time during which the sun did not appear above the horizon was twenty-four days. During the spring Polar white bear prowled around the schoolhouse. In May the teacher had a battle with a large bear in front

of his house. During the afternoon, in company with the teacher, I visited the native village.

On the 31st of July the captain received on board a deserter by the name of William Brown, who the previous winter, through exposure, had frozen his feet and hands, necessitating the amputation of his left leg at the ankle and three fingers of his left hand. He was covered with vermin and greatly reduced in strength by starvation and neglect. Stephen Cushi, a miner, crippled with rheumatism, was also taken on board for treatment and taken out of the country. At noon on the 1st of August we weighed anchor and started for the coal mines, 42 miles distant, and at 7:15 came to anchor off the north side of Cape Lisbon. At midnight the captain and some of the officers went ashore, and in a very short time returned with 50 to 60 ptarmagin. We met much floating ice.

At 3 p. m. on the 3d of August the ship got under way for the coal mines at Cape Sabine. Picking our way through large masses of heavy drifting ice, we reached the cape and dropped anchor at 7 o'clock. We were surrounded with ice during the 4th and 5th, when, the ice becoming too heavy, the ship got under way at 4:40 a. m. on the 5th, standing northwest towards the ice pack. At 6 p. m., in the midst of large fields of broken ice, we came upon hundreds of walrus. A boat was lowered and the captain and surgeon went after them and soon came back with four large ones, which were hoisted on board. During the 6th the ship stood off and on along the edge of the ice pack, speaking several whalers during the day. Upon the 8th the ship returned to the shore, anchoring off the Thetis coal mine at 3:25 p. m. On the morning of August 9 three deserters from the whaler *Rosario* were discovered on the beach, brought on board, and placed in irons. At 10:15 a. m. anchor was weighed and the ship sailed northward, pushing its way through the heavy floating ice. At 5:40 p. m. on the 10th the ship was stopped a short time to see some natives off Wainwright Inlet. On the 11th the vessel anchored at midnight off Point Belcher. In the early morning Mr. L. M. Stevenson, the teacher from Point Barrow, who had come down the coast 70 miles across the ice, came on board. In the afternoon Mr. Frank Gotch, of the Refuge Station, arrived. The same day Samuel Benny, a deserter from the whaler *Rosario*, was brought before Capt. Healy, accused of having stolen from the natives. The charge having been substantiated, and the man being a disreputable and desperate character, he was detained on board the vessel. Mr. Stevenson, the teacher, mentioned that during the spring, when the natives were out upon the ice floe after walrus, one of the school girls, who was driving a team of dogs with a load of whalebone from the edge of the ice to the village, being taken sick upon the way, her father wanted to leave her upon the ice to die, as was the custom with the natives under similar circumstances, but that her school companions resisted him, and, taking off their own fur coats, made a warm bed for her on top of the sled load of whalebone, and thus brought her safely into the village—one of the incidental fruits of the little schooling that they had had.

From August 12 to 23 we lay at anchor against the great southern edge of the Arctic ice pack, watching for the chance to get farther north, hoping a gale would spring up from the east that would open a channel for the ship, but it did not come, and we were unable to reach Point Barrow. On the 14th two natives, Mary and Charlie, who had previously been employed as interpreters, were received on board, to be returned to their friends at St. Michael. The school supplies intended for Point Barrow were landed at Point Belcher. On the 16th Lieut. Jarvis and Dr. Call and Engineer Falkenstein were sent on an exploring expedition to examine a sound and harbor which had been reported to the captain. They were found, however, to be too shallow to be of any service. On the 17th Capt. Healy, learning that a strange iron steamer had gone north that morning, concluded to follow her up, and for that purpose boldly pushed forward into the icefield. After proceeding north some 10 miles or more in the fog, fearing that he would miss the vessel, he steamed clear of the ice and anchored at 3:30 p. m. Toward evening, the fog lifting, the steamer was seen working her way out of the ice from the north. At 7:35 p. m. the *Bear* weighed anchor and steamed out to meet the unknown vessel, which was found to be a small Japanese iron steamer, the *Tsuri Marie*, of Tokio, that had been chartered at Yokohama by a Mr. Carroll, of Carrollton, Md., who was on a bridal trip around the world, and, with a yachting party, had come into the Arctic hunting walrus and Polar bear. Ignorant of their danger, they had driven their steamer into the ice, thinking they could force a way up to Point Barrow. The two steamers came to anchor at 9:55 p. m., and Mr. and Mrs. Carroll and party came over to the *Bear* to call.

August 23: Fresh ice was now forming every day upon the ocean. The ridging of the ship was covered with ice, and daily there were fresh flurries of sleet and hail. All hope of reaching Point Barrow being abandoned, at 9:15 a. m. anchor was weighed and the ship turned southward, slowly forcing its way through great masses of broken ice. At 3:40 p. m. the fog was so dense that it was thought best to drop anchor for the night. On the 24th the ship was still at anchor at Wainwright Inlet in the

midst of heavy snow squalls. At 7 in the morning anchor was weighed and another start made through large fields of broken ice. At 11 p. m. schooner *John McCullough*, that had on board material for the school and mission house at Point Barrow, was sighted. As it would be impossible for it to reach there this season, I went aboard and gave the captain permission to land his material at Cape Prince of Wales. On the morning of the 25th we were off Corwin Coal Mine, where the captain took in a supply of fresh water. At 6.20 p. m. we were again under way going south, and on the 17th, in the midst of a dense fog, made the coast of Siberia. At 6 o'clock on the evening of August 29, a short stop was made at Cape Prince of Wales, and the last mail of the teachers to their friends was received on board.

At 9 a. m., August 20, we left the cape for King Island, where we anchored at 4:25 p. m. After leaving Cape Prince of Wales, upon going on deck to take a last view of the mission, I saw the mountain, at the base of which lies the village, encircled with a beautiful rainbow. At King Island Dr. Call and Engineer Falkenstein went on shore to explore a remarkable cave in which the natives store their provisions. Providing themselves with ropes, candles, and a lantern, they approached the cave in the face of the cliff, a few hundred feet east of the village. The water extends in some 20 feet from the shore to the mouth of the cave, but, owing to the swell from the ocean, the boat could not enter. Hurriedly jumping on the rocks, they clambered over the sides to the entrance. The first obstacle that confronted them was an immense cake of ice, with a perpendicular face, jammed between the two sides of the entrance, each of which was equally inaccessible for them. After several unsuccessful attempts to scale it, they appealed to the guide, who clambered over the ice with the agility of a monkey and carried their line with him. Even with the assistance of the rope they found considerable difficulty in following him. They were then in the main chamber of the cave. In height it is 30 or 40 feet, and 25 feet in width. The floor was very uneven and full of holes. Scattered about over this slippery surface were strewn the remains of walrus bones, skins, and blubber. This, mixed with the yellow clay, presented a most unfavorable aspect. In the left-hand corner of this immense cavern they saw a hole which could easily be mistaken for an exit to the top of the mountain. To reach it seemed impossible. Referring to their guide, he demanded the promise of more pay, in addition to the pants which they had agreed to give him for his services, exclaiming with much force, "King Charlie cow-cow pechuk" (King Charlie has but little food). The ascent to the hole was found to be almost perpendicular. The first 15 or 20 feet were made by means of climbing a rope which the natives had fastened under a large rock jammed in the crevice some distance above, and finally over another boulder, when they stood in the direct entrance of another part of the cave. Lighting their candles and making fast the line, two of them with the guide descended through a narrow crack, the floor of which was solid ice. To assist in coming down, steps had been cut out, and the dripping of water from above had formed little pinnacles of ice which answered as steps for their feet. Soon they found themselves in a most beautiful and interesting part of the cave. The chamber was pyramidal in shape, the peaks extending upward 40 or 50 feet. The walls were everywhere covered with miniature iceicles, moisture frozen in the most fantastic shapes, appearing like a mass of diamonds. The floor was solid ice, out of which chambers were excavated from 10 to 15 feet in depth and from 6 to 10 feet in diameter and used for cold storage. The party having on skin boots which had become slippery from traveling over the ice and grease, were obliged to exercise the greatest precaution to keep from falling into these holes. The return was far more difficult and dangerous, but was made without any serious accident. The cave is used by the villagers for the storing of walrus, which they kill in winter and use for their food in summer. They were also told that it was used at one time as a rendezvous in times of attack from warriors off the coast. At present there is no communication between the top of the island or the village and the cave, and the cave contained but few pieces of walrus meat.

At 7:20 p. m. the ship got underway for St. Michael, reaching there at 12:55 p. m., September 1. At St. Michael, Mr. J. E. McGrath, of the U. S. Coast and Geodetic Survey, with W. W. Davis, his assistant, and party of six men, who had been engaged in the international boundary survey at the crossing of the Yukon and Porcupine rivers, were waiting for transportation to the south, and were received on board. During the day of September 2, while the goods of the exploring party were being shipped, a severe gale sprang up, and the ship had to steam out to Egg Island for deeper water and shelter. Returning to St. Michael on the 3d, we took on board all the surveying party, also Mr. William A. D. Hass, of the Frank Leslie exploring expedition, and Mr. U. E. Taggart and James Chaplyn, destitute miners, and at 7:15 p. m. the ship was again underway for King Island. At noon, September 4, we passed Sledge Island, with a northeast gale behind us. The gale increasing in the evening, the captain hove to, but during the night drifted far north and west of King Island. On the morning of the 5th, returning to the island, and finding it too rough to land, the captain steamed back to Port Clarence for harbor.

About 7:15 a. m. September 6 the ship anchored off King Island, and Capt. Healy distributed to the natives, who were in a starving condition, 100 sacks of flour, 1 chest of tea, 9 boxes of pilot bread, 6 barrels of bread, and 7 barrels of flour. At 1:05 p. m. we started for Indian Point, reaching there at 9:15 a. m. on September 7.

The following week was spent in procuring reindeer, and on the 17th of September, at 12:10 o'clock in the morning, we anchored in the large harbor of Unalaska. In the harbor were the U. S. S. *Mohican*, the *Rush*, *Alki*, the American ship *Erickson*, H. B. M. S. *Nymph*; also the steamer *Costa Rica*, from Victoria, also the steamer *Danube* from Victoria, all connected with the Bering Sea difficulty. On the 21st of September, through the courtesy of Capt. Coulson, commanding, I was received on board the revenue steamer *Rush*, and at 6:45 a. m. on the 22d we weighed anchor for San Francisco, reaching there on the forenoon of October 2. On October 3 the start was made for Washington, which was reached on the 8th, having made 16,997 miles during the season.

INTRODUCTION OF DOMESTIC REINDEER.

Upon my return to Washington last fall I had the honor on November 12 to address you a preliminary report of the season's work, emphasizing the destitute condition of the Alaskan Eskimo.

On the 5th of December this report was transmitted by you to the Secretary of the Interior for his information, and on the 15th transmitted to the Senate by Hon. George Chandler, Acting Secretary of the Interior. On the following day it was referred by the Senate to the Committee on Education and Labor.

On the 19th of December, Hon. Louis E. McComas, of Maryland, introduced into the House of Representatives a joint resolution (H. R. No. 258), providing that the act of Congress, approved March 2, 1887, "An act to establish agricultural experiment stations in connection with the colleges established in the several States under the provisions of an act approved July 2, 1862, and of the acts supplementary thereto" and an act approved August 30, 1890, entitled "An act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts, established under the provisions of an act of Congress approved July 2, 1862," should be extended by the Secretary of the Interior over Alaska, with the expectation that the purchase, improvement, and management of domestic reindeer should be made a part of the industrial education of the proposed college.

The resolution was referred to the Committee on Education, and on the 9th of January, 1891, reported back to the House of Representatives for passage.

It was, however, so near the close of the short term of Congress that the resolution was not reached.

When it became apparent that it would not be reached in the usual way, the Hon. Henry M. Teller, on the 26th of February moved an amendment to the bill (H. R. No. 13462) making appropriations for sundry civil expenses of the Government for the year ending June 30, 1892, appropriating \$15,000 for the introduction of domestic reindeer into Alaska, which was carried. The appropriation failed to receive the concurrence of the conference committee of the House of Representatives.

Upon the failure of the Fifty-first Congress to take action, and deprecating the delay of twelve months before another attempt could be made, with your approval, I made an appeal in the Mail and Express of New York City, the Boston Transcript, the Philadelphia Ledger, the Chicago InterOcean, and Washington Star, as well as in a number of the leading religious newspapers of the country, for contributions to this object. The response was prompt and generous; \$2,146 were received.

As the season had arrived for the usual visit of inspection and supervision of the schools in Alaska you were kind enough to direct that in addition to my regular work for the schools, I should continue in charge of the work of transplanting domesticated reindeer from Siberia to Alaska. As the natives of Siberia, who own the reindeer, know nothing of the use of money, an assortment of goods for the purpose of barter for the reindeer was procured from the funds so generously contributed by benevolent people in answer to the appeal through the newspapers.

The honorable Secretary of the Treasury issued instructions to Capt. Healy to furnish me every possible facility for the purchase and transportation of reindeer from Siberia to Alaska. The honorable Secretary of State secured from the Russian Government instructions to their officers on the Siberian coast, also, to render what assistance they could.

The proposition to introduce domesticated reindeer into Alaska had excited widespread and general interest. In the public discussions which arose with regard to the scheme a sentiment was found in some circles that it was impracticable; that on account of the superstitions of the natives they would be unwilling to sell their stock alive; further, that the nature of the reindeer was such that he would not bear ship transportation, and also that even if they could be purchased and safely transported

the native dogs on the Alaskan coast would destroy or the natives kill them for food. This feeling, which was held by many intelligent white men, was asserted so strongly and positively that it was thought best the first season to make haste slowly, and instead of purchasing a large number of reindeer to possibly die on shipboard, or perhaps to be destroyed by the Alaskan dogs (thus at the very outset prejudicing the scheme), it was deemed wiser and safer to buy only a few.

Therefore, in the time available from other educational duties during the season of 1891, it seemed important that I should again carefully review the ground and secure all possible additional information with regard to the reindeer, and, while delaying the actual establishment of a herd until another season, that I should determine the correctness of the objections that the natives would not sell and the deer would not bear transportation by actually purchasing and transporting them.

The work was so new and untried that many things could only be found out by actual experience.

First. The wild deer-men of Siberia are a very superstitious people, and need to be approached with great wisdom and tact.

Upon one occasion, when Capt. Healy purchased a few reindeer for food, the following ceremonies were observed: When getting ready to lasso the deer the owner's family seated themselves in a circle on the ground, where probably some rites connected with their superstitions were observed. Upon attempting to approach the circle, I was motioned away. After a short time the men went out and lassoed a selected animal, which was led to one side of the herd. The man that was leading him stationed himself directly in front of the animal and held him firmly by the two horns. Another, with a butcher knife, stood at the side of the deer. An old man, probably the owner, went off to the eastward, and placing his back to the setting sun seemed engaged in prayer, upon the conclusion of which he turned around and



Superstitious ceremony connected with killing or selling reindeer in Siberia.

faced the deer. This was the signal for knifing the animal. With apparently no effort, the knife was pushed to the heart and withdrawn. The animal seemed to suffer no pain, and in a few seconds sank to his knees and rolled over on his side. While this was taking place the old man before mentioned stood erect and motionless, with his hand over his eyes. When the deer was dead he approached, and taking a handful of hair and blood from the wound, impressively threw it to the eastward. This was repeated a second time. Upon the killing of the second animal, the wife of the owner cast the hair and blood to the eastward.

Since then I have often observed the man who was selling a deer pluck some hair from the deer and put it in his pocket or throw it to the winds for good luck.

If a man should sell us a deer, and the following winter an epidemic break out in his herd, or some calamity befall his family, the shamans would make him believe that his bad luck was all due to the sale of the deer.

Second. The Siberian deer-men are a nonprogressive people. They have lived for ages outside of the activities and progress of the world. As the fathers did, so continue to do their children.

Now, they have never before been asked to sell their deer; it is a new thing to them, and they do not know what to make of it. They were suspicious of our designs. And in reference to this state of mind I have found that being on a Government vessel has been of great assistance. It impresses the natives with confidence that they will be treated honorably and justly. This moral effect was so great that we secured results that otherwise could not have been obtained so easily.

Then, Capt. Healy, commander of the *Bear*, is well known for thousands of miles on both sides of the coast, and the natives have confidence in him. With a stranger in command I am confident that but little would have been accomplished in the summer of 1891.

Purchasing reindeer in Siberia is very different from going to Texas and buying a herd of cattle. In Texas such a sale could be consummated in a few minutes or hours. But in Siberia it takes both time and patience.

Upon the anchoring of the ship in the vicinity of a settlement the natives flock aboard, bringing skins and furs to exchange for flour, cotton cloth, powder, lead, etc.

Once aboard they expect to be fed by the captain, and bucket after bucket of hard bread is distributed among them. They know perfectly well that we are after reindeer, but nothing is said about it. They have to be feasted first. They are never in a hurry and therefore do not see why we should be.

After a little, small presents are judiciously given to the wife or child of a leading man, and when every one is in good humor a few of the leaders are taken into the pilot-house and the main subject is opened. After much discussion and talking all



Ran-en-ka.

[The first Siberian to sell a reindeer for the Alaska herd, 1891. Published by permission of The Californian.]

around the subject one man is ready to sell twenty and another perhaps only two. After all is arranged the leading men send their servants off after the deer, which may be in the vicinity or four or five days' journey away. Sometimes these delays consume a week or more at a place.

Another difficulty arises from the fact that they can not understand what we want of the reindeer. They have no knowledge of such a motive as doing good to others without pay.

As a rule the men with the largest herds, who can best afford to sell, are inland and difficult to reach.

Then business selfishness comes in. The introduction of the reindeer on the American side may to some extent injuriously affect their trade in deer skins. From time

immemorial they have been accustomed to take their skins to Alaska and exchange them for oil. To establish herds in Alaska will, they fear, ruin this business.

Another difficulty experienced was the impossibility of securing a competent interpreter.

A few of the natives of the Siberian coast have spent one or more seasons on a whaler, and thus picked up a very little English. And upon this class we have been dependent in the past.

It is very desirable that a native young man should be secured and trained as an interpreter, who could be employed regularly, year after year.

However, notwithstanding all these difficulties and delays, Capt. Healy with the *Bear* coasted from 1,200 to 1,500 miles, calling at the various villages and holding conferences with the leading reindeer owners on the Siberian coast. Arrangements were made for the purchase of animals the following season. Then, to answer the question whether reindeer could be purchased and transported alive, sixteen were



Ko-har-ra, the Richest Native in N. E. Siberia.

[From a photograph by Dr. S. J. Call.]

purchased, kept on shipboard for some three weeks, passing through a gale so severe that the ship had to "lie to," and finally landed in good condition at Amaknak Island, in the harbor of Unalaska, having had a sea voyage of over 1,000 miles.

While at Port Clarence, on July 6 we met a Siberian native who understood a little English, having spent a few summers on a whaling ship. His name was Shoofly. We secured his services as interpreter to the deermen, but when we were ready to sail he was not to be found.

At 6:25 p. m. on July 9, leaving our anchorage off the village of Cape Prince of Wales, we started for Asia. Swinging around by Fairway Rock, we sailed through Bering Straits north of the Diomed Islands, reaching the village at East Cape Siberia at 1:20 on the morning of the 9th. Coming upon deck I found that many natives had come aboard. Among them was one that had a little smattering of English. Inquiries were immediately made for reindeer. We had been informed that we would find some deermen at East Cape, but now that we had reached the place we were

informed that there were very small herds around them, but that north, at Cape Serdze Kamen, 100 miles distant on the Arctic coast, there were large herds. Last season, having made inquiries at the native village at Indian Point, and receiving assurances that they would sell deer, and there being a number of natives at that point that understood some English, the captain concluded to go there first. Consequently, at 9:30 a. m., the anchor was weighed, and we started for the point, 150 miles south. Around us was a field of floating ice, through which we had to pick our way.

At 2.30 p. m. we were at Cape Nuniagmo, that marks the northern entrance to St. Lawrence Bay. In this bay, during the winter of 1881-'82, the U. S. S. *Rogers*, which had been sent in search of the *Jeannette*, burned to the water's edge. At 4 p. m. we passed Cape Krleougoune, the southern headland of St. Lawrence Bay, back of which snowy mountains rise 3,407 feet. This high and steep cape is crowned with a cluster of sharp peaks, which makes it a noted landmark. At 8 p. m. Cape Nygtchigane came in view with eight or ten snow-covered peaks clustered back of it in a semi-circle. Seniavine Straits to the southwest, lying between the main coast and Ara-



A TYPICAL ESKIMO WOMAN.

(Showing native dress and ear and lip ornaments.)

kamtchetchene Island, were still closed with ice. These straits were named after his ship by Capt. Lutke, the explorer. It is remarkable that these straits, as well as St. Lawrence Bay, are deeper than the adjacent sea. This depth is separated from the shallower, open sea by a bank that has still less water upon it, so that soundings first decrease and then increase when approaching the coast. At 3 o'clock on the morning of July 10 we anchored off Indian Point. The village had been visited by twenty-four whalers previous to our arrival. Soon a number of the natives came on board, among them being Ko-har-ra, the leading man of the village. After breakfast the captain and myself had a long conference with him concerning the purchase of reindeer, and a proposition was made to take his whole herd of one hundred. He declined our offer, pleading as an excuse that he was keeping his herd for a time of need; that if, any season, the walrus and seal should fail him, he would need his herd to keep the people of the village from starving. He offered to make the captain a present of two, but would not sell any. Finally, we came down in our requests, but received no encouragement.

About 11 o'clock the party abruptly took their departure, Ko-har-ra claiming that

he wished to consult his son. In the afternoon, with several of the officers, I went on shore to visit the village. At the highest part of the ridge, parallel to the northern beach, were ruins of from twenty-five to thirty old houses, the frames of which had been constructed of the lower jaw-bone of the whale. In Ko-har-ra's storehouse, which was the only frame house in the village, I counted 200 sacks of flour and 80 boxes of tobacco; also a head of walrus, bone, worth from \$5,000 to \$8,000. Another interview was had with Ko-har-ra, which resulted in his refusing to sell any of his deer. In the evening another party came aboard, from whom we received some hope that we might be able to purchase a few the following September, when they would be driven down to the coast in Penkegnèi Bay, on Senavine Straits. They all testified that but few could be had in that neighborhood, but that along the shores of Holy Cross Bay, at the head of Anadyr Gulf, there were large numbers of reindeer close to the beach. No one expressed a doubt or an intimation of the natives being unwilling to sell, through superstitious notions, but somehow or other we failed to get any. But the people of the region, so far visited, only owned small bands, ranging from twenty-five to one hundred, and they did not wish to part with them.

We were also at a great disadvantage in our communications with them for the want of a suitable interpreter. The natives could not comprehend why we wanted them. Several of them expressed their opinion that the deer would not live on St Lawrence Island, where we at that time intended to place them. They also claimed that the deer would not go over forty-eight hours without food, and wanted to know what we intended feeding them on the ship while in transit. However, that night, from the last party of visitors, we secured, through Capt. Healy, an old man and a boy as interpreters, who agreed to accompany us to Holy Cross Bay. Early the next morning our interpreters appeared on deck to decline going, saying that they were afraid, alleging that if the ship should go to Holy Cross Bay and not find any deer-men on the beach, or if the natives should refuse to sell their deer, or if the bay should be full of ice so that the ship could not get in, the captain would be angry and accuse them of lying to him. After repeated assurances of the captain that he would not hold them responsible, they went ashore after their clothes and blankets, which they brought off in a hair sealskin bag.

At 11:30 a. m. on July 11 we got under way for Holy Cross Bay, 300 miles inland in Siberia. From Indian Point the coast of Siberia trends in a general southwest direction to Cape Choukotzki and then turns sharply to the northwest. At this cape commences the Gulf of Anadyr, whose entrance across to Cape Thaddeus is 200 miles. Counting the distance across the entrance the gulf has a circuit of 420 miles, and at its northwest extremity is the Bay of Holy Cross, with a circuit of 180 miles, its northern shore being within 10 miles of the Arctic Circle. At 8 p. m. we were off the entrance of Plover Bay, where the British ship *Flower*, Capt. Moore commanding, in search of Sir John Franklin, wintered in 1848-'49. In view of the necessity of transporting the reindeer so great a distance, should we secure any at Holy Cross Bay, the question of food was carefully considered. We had confidently expected to secure them near Indian Point, only a few hours' sail from St. Lawrence Island, in which case there would be no need of feeding them; but if we secured any at Holy Cross Bay it would require a trip of from thirty to forty-eight hours, and in that case the food question became important. An inventory of the stores on board revealed some 10½ pounds of oatmeal in the captain's pantry, 24 pounds in the officers' mess, a few pounds in the engineer's department, and about 60 pounds in the sailors' stores. It was agreed to purchase these and mix with the drinking water of the animals if secured.

At 8:45 o'clock a. m. on July 2 we were off Cape Bering in a fog, when ice suddenly appeared under the bows of the ship, and the heart of the officer on deck stood still, thinking that he was ashore. We then entered a large field of broken ice. The speed was slowed down and several hours were spent in picking our way through the ice. In the afternoon clear water was again reached, and at 5:35 p. m., there being no evidence of land and the fog continuing thick, the anchor was let go in 11 fathoms of water. The next day continuing rainy and foggy, the ship continued at anchor until 8:20 p. m., when the wind increased and the captain concluded to make an effort to get inside of Holy Cross Bay. We were in the proximity of land, in strange waters, with imperfect charts. The ship was surrounded with floating ice; the night was very dark, with a cold, driving rain storm, and we almost ran ashore. However, we got inside and were at anchor about midnight. Holy Cross Bay was first entered by a vessel in 1827, when Capt. Lutke made a reconnaissance. Probably the *Bear* was the first steamer ever to plow its waters.

About 10 o'clock on the morning of the 14th three or four umniaks full of natives came off from a village of sixteen tents or yurts on the sandy beach. They were all large-sized and a healthy but dirty looking set. The afternoon was spent in securing fresh water for the ship. Diligent inquiries were made for reindeer, and two men were found who sold five each, but their deer were on the west side of the bay, which could not be reached until the ice should move, and the ice would not move until the wind changed. For ten days the wind had been in the east and

southeast and kept the ice piled up against the west shore. Just as we were finishing breakfast on the morning of the 15th the announcement was made that a "pod" of walrus was visible. Going upon deck, some fifty or more were seen swimming in a line toward the ship. A boat was at once lowered and the captain and surgeon with a boat's crew started to intercept them. Several were shot, but only two secured. A baby walrus weighing about 500 pounds was also shot, but while getting it into the boat the rope slipped and the animal went to the bottom as if it were made of lead. Three umniaks came off from shore and were sent out to help bring in the walrus. When brought to the side they were hoisted by the steam windlass on deck. The skin and hides were preserved and the carcasses divided up among the natives. The heart and liver were reserved for eating on the ship and proved to be very palatable. The walrus episode helped pass away the day.

After a tedious wait for better weather, on the 17th of July anchor was weighed at 4:10 a. m. A few minutes afterwards we entered the ice, into which we pushed until we came abreast of a Tutchetli village on the west side of the bay, where the ship dropped anchor. The ice floe causing the anchor to drag, it was again hoisted up and we steamed a few miles farther north through the ice, anchoring at 9:30 a. m. in comparatively clear water. A boat in charge of Lieut. Jarvis was started toward the shore, but the wind freshening and the sea being rough, the captain recalled the boat with the steam whistle. Parties of natives were seen on shore, but none came off through the ice to the steamer. After breakfast on the morning of the 18th we made another attempt to reach shore. Moving cautiously through a large field of floating ice we at length got on terra firma, and a walk of 4 or 5 miles brought us to two native huts. Upon reaching them we found only the women and children at home, the men having passed us on the way to the ship. We therefore retraced our steps to the beach and signaled for a boat. Returning to the ship we found two umniak loads of natives on board. One of them agreed to furnish us next year twenty-five deer at the rate of five for a rifle and twenty for a whale boat. They promised us that they would secure some two hundred head for us the following season, driving them down to the beach the middle of July.

Having accomplished everything that we could, at 8 p. m. anchor was weighed and the ship steamed out through the drifting ice. The natives sat a little way off in their umniaks, watching the movements of the first steamer that many of them had ever seen. During the night the vessel plowed through fields of heavy ice from Cape Spanberg to Cape Tehingan. The coast was bold and beautiful, consisting of perpendicular rocks. On the evening of the 17th we passed two or three small Tutchetli villages, the largest of which was at John Howland Bay. At 10 o'clock the sunset was remarkably fine. Another hour brought us to anchorage in Plover Bay, but the fog became so thick that the captain did not venture to attempt to make the bay, but lay off at sea all night. At 3 a. m., July 20, the fog lifted and the ship made for Plover Bay, which is a fiord about 2 miles wide and 20 miles long, extending into the very heart of the mountains, whose precipitous sides rise to the height of from 1,200 to 1,500 feet. Passing between Capes Lessouski and Bald Head, sailing past a small village situated on the sand spit and around Cape Haidmak, the northwest side of the spit, the ship anchored in Providence Harbor at 6:30 a. m. This little landlocked bay was named by the commander, Moore, of H. M. ship *Plover*, who visited it first in search of Sir John Franklin. A short distance up the bay is Emma Harbor, where he wintered his ship in 1848-'49. Above Emma Harbor on the west side of the bay is Cape Theodorof, overtopped by Mount Kennicott, 2,343 feet high.

At the upper end of the bay in 1866 the Western Union Telegraph expedition erected a house and established a station, it being their purpose to run a land wire across the cape, connecting the proposed cable across Bering Straits with another across Anadyr Gulf. Overlooking our anchorage and almost toppling over us on the east side of the bay was Mount Slavanka, 1,427 feet high. During the summer of 1866, while awaiting supplies at this bay, Mr. R. J. Bush, in the employ of the telegraph company, says that one day, seeing a party of natives gathered upon the bleak barren mountain side back of the village, curiosity led a party from the ship to visit the spot. They found about forty people present, of all ages down to babies. They were laughing as if at a picnic. On a small level spot had been constructed an oblong line of stones about 6 feet in length. Near by a reindeer had been killed and the party of women were sprinkling the stones with handfuls of tobacco and choice bits of deer meat, as if they were making a sacrifice to their gods. One of the natives who had learned a little English of the whalers was called one side and asked what was going on. Pointing to an old man in the group, he said, "Old man no got eyes. Byme-by kill um." "But why do you kill him?" was asked. "Old man like it. Old man plenty of deer. Last year old man's son die. He plenty like um son. He want die too; he want Tutchetli man kill um. All right. Old man pickiniiny (grandson) no want to kill um. To-day Tutchetli kill um." "It is bad,

very bad," one of the party replied. "No bad," he said. "Tchutchi plenty like um. All same every fellow. Byme-by me get old. Kill me, too. All same."

It seemed that a day had previously been fixed by the old man to die, but he had yielded to the importunities of his grandson, who had begged him to live for his sake. In some cases the old person is first made insensible by inhaling something. They are then stoned, speared, or bled to death, as the case may be. This was similar to the experience of Capt. Healy, who, upon one of his trips to the Arctic, was inquiring the whereabouts of a native whom he had met upon former trips. Meeting a companion, he said to him, "Where is Charlie now?" "Charlie?" he replied; "I shot him last year." "Shot him? How was that?" "Why, Charlie and I were great friends. He was taken very sick. One day he sent his boy over to ask me to come to see him and to bring my gun along. When I went to see him he said that he could not get well and wanted me to shoot him. I did not want to. He was my friend. So I told him he would be better in a few days, and tried to encourage him; but he wanted me as his friend to shoot him to put him out of his misery. To put him off I told him that if he did not get better in a few days he could send for me again and I would come over and shoot him.

"In a few days his boy came to my house and said his father was no better. He wanted me as his friend to come and shoot him. So I went over and shot him." It seems a very common practice among some of the tribes, when a person has an incurable disease or becomes too old for further service in procuring the necessities of life, to kill him. The conditions of life are so hard, the difficulties of feeding the well so great, that no supernumeraries can be allowed in their homes. Last season, visiting several thousands of miles of this Arctic and semi-Arctic coast, and meeting with thousands of natives, I met with but one old person. This season I met but two. The almost entire absence of aged persons among the population confirms the accounts of the custom of killing the old and infirm. There are years when the fish fail to come in their usual number, when the winter supply of walrus and seal fail them, and then starvation stares them in the face during the long Arctic winter. During the sojourn of the Western Union Telegraph Company in that country in 1866 and 1867, Mr. Bush speaks of one of these periodic famines, in which, as early as October, the people had begun to boil their deerskins into soup. Many of these natives sought his advice and assistance. One said, "You know, sir, the winter has hardly begun. I have a wife and seven children and seven dogs to support, and not a pound of meat or fish to give them. But I have some deerskins and eight fathoms of thong that I can boil up. But these are not sufficient to sustain the family and the dogs too until the Tchutchi come with their reindeer. I do not know where to get more food, as my neighbors are starving too."

With hesitation and a faltering voice he added, "If my children perish I will have my dogs left, but if my dogs die how can I go to the Tchutchi to get deer? Then my family will starve too, and then I will have neither family nor dogs." What he wanted Mr. Bush to decide was whether it was wiser for him to let his children or sled dogs starve, for if the latter starved it would involve the starvation of the whole family. He was advised to try and keep both as long as possible. Occasionally an instance of this destitution and starvation comes under the eye of an intelligent white man and is given to the world. But these periodic seasons of starvation come and go, and hundreds of human beings starve and die, their fate unheeded and unknown by the great world outside. To the starving natives of Siberia there is always the possibility of the men who own herds of domestic reindeer hearing of their straits and coming to their relief. But on the Alaska side, where as yet are no herds of domestic reindeer to fall back upon in the dark days of dire necessity, there is nothing left the people but to starve and die. May the day be hastened when the efforts now making to introduce the domestic reindeer of Siberia into Alaska shall be crowned with success and this dying people saved from utter extinction. In negotiating for the purchase of reindeer on the Siberian coast we constantly met with men owning small herds of from five to one hundred animals. Frequent attempts were made to buy these men out, but those along the coast steadily refused to sell, on the plea that they must keep their deer for a time of need; that some years they got no walrus or seal (their principal living) and then would need the deer to keep their families from starving.

The day at Plover Bay was spent in watering ship, the water being procured from a mountain stream that came out from under a snow bank. After the ship was watered the sailors were sent ashore to wash their clothes. Two of the leading natives were interested and promised good pay if during the coming winter they would communicate with the deer men and have a number of the reindeer on the coast for purchase the following season. It was the intention to leave the harbor on the morning of the 21st, but a dense fog having settled down and a storm having set in, we were fog-bound in the harbor for the three following days. On the 24th, the fog having lifted sufficiently to see our way out of the harbor, the anchor was weighed, and we started at 8.20 a.m. Passing around Bald Head, we were soon

abreast of a village of a dozen huts at the mouth of the small creek that connects Lake Moore with the sea. From the sea the hill to the rear of the village presented a beautiful green. Soon after passing the village the fog again closed down and we sailed apparently through space, seeing nothing until, in the afternoon, St. Lawrence Island was seen dimly looming up through the fog. At 5.15 p. m. anchor was let go, and after dinner Lieut. Jarvis and Dr. Call and the interpreter and myself went ashore. After making a circuit of the village and consulting several groups of the natives, I decided to locate the school building at the eastern end of the village, near the lake. Accordingly, stakes were driven for the guidance of the carpenter who was daily expected with the materials for the building which had been shipped on the schooner from San Francisco. Returning to the ship, Capt. Healy bantered one of the Shamans to show his powers. He replied that he could do nothing on shipboard. So we proposed to accompany him on shore, the captain making him a present of some powder, lead, and tobacco. With the rattling of a native drum and the monotonous hi-yah-hah chorus of women he pretended to suck from the flesh of Dr. Call a piece of sponge and a second time a piece of walrus hide. He then attempted to have two men strangle him with a rope, but could not make it work. An assistant Shaman then took up the performance, and held an inch board 18 inches by 3 feet in size to his mouth by suction. He also allowed his hands to be manacled behind his back and then work them through and in some way got the manacles off. It was rather a tame affair.

At 2:15 on the morning of July 25 we again got under way, reaching Indian Point at 9 o'clock. The two interpreters that we had had with us for the last two weeks left the ship and returned home.

About noon we again got under way for the Arctic, returning thence on the 27th of August. During a dense fog at 9 o'clock in the morning we picked up three umniak loads of Siberians, and found that we were near Enchowán, on the Arctic coast of Siberia, where we dropped anchor at 10:30 a. m. Lieut. Jarvis and Dr. Call were sent ashore to visit the herd, and the next day four deer were delivered to us on board the ship. A large number were offered us, but having failed in procuring herders, and having no place ready to receive the deer, and not knowing whether we could procure food such as they would eat, we thought it prudent to experiment first with the four. At 1:40 p. m. August 28, 1891, the first reindeer was hoisted on board the ship, and thus one of the objections which we had found made, that reindeer could not be purchased alive, was answered by actually purchasing and receiving them. A second objection, that they could not be safely transported, remained to be decided. Anchor was weighed at 12:30 midnight, and at 4:30 on the morning of the 29th we anchored at Whalen. The landing being bad, we got under way at 7:20, passing through Bering Straits at noon, and at 6:30 p. m. anchored off Cape Prince of Wales. Not wishing to carry our trade goods back to San Francisco, I consigned a number of them to Messrs. Lopp and Thornton for safe-keeping until the following year.

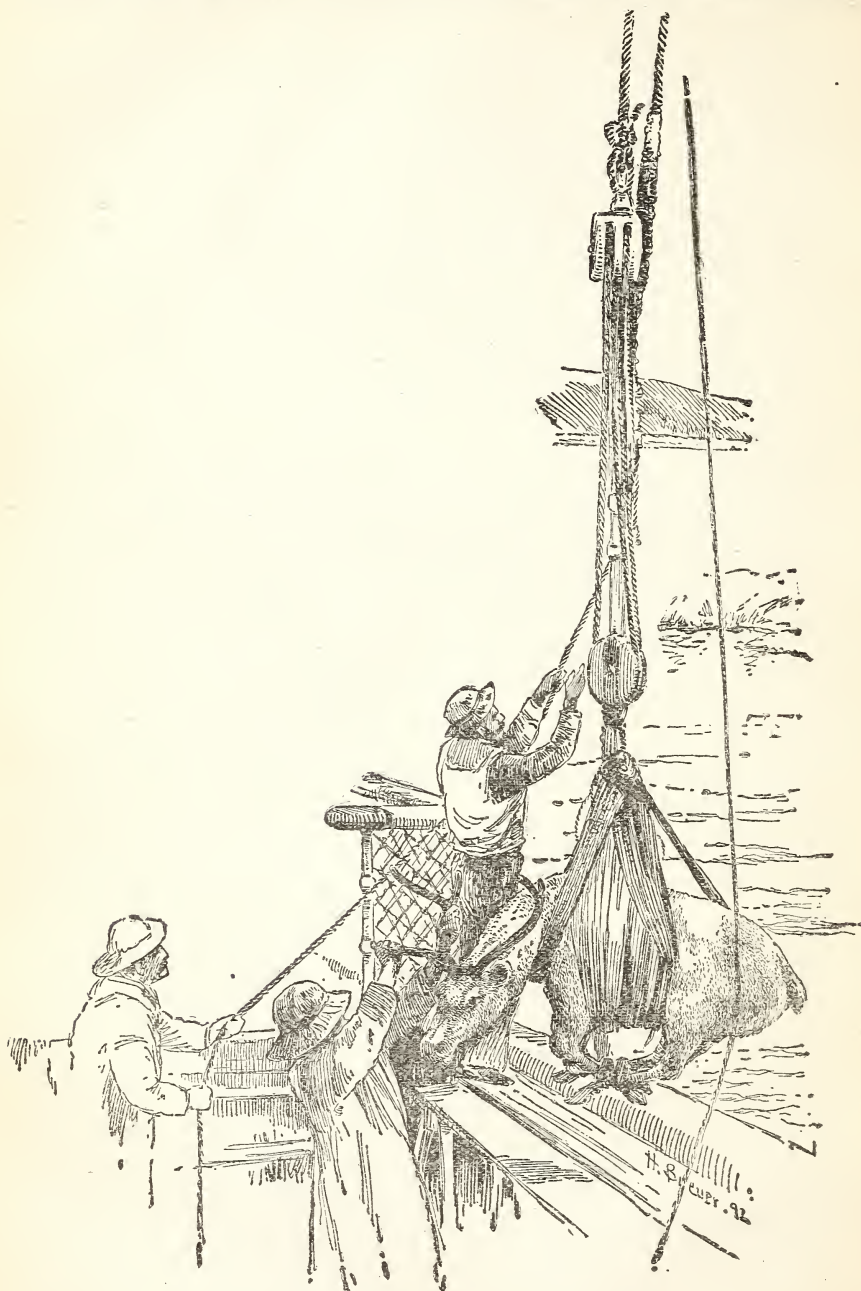
During the night, the sea becoming rough, the captain stopped the landing of goods until the morning of the 30th, when they were safely landed.

At 9:20 on the morning of the 30th we again got under way, going to St. Michael, and returning to Indian Point, Siberia, on the 7th of September, where we anchored at 9:15 a. m.

At 4:25 the next morning, having taken on board Koharra, the leading deer man at the village, and two interpreters, we got under way for Senavine Straits. At 5:45 we passed Cape Mertens, a high, steep, mountain, with three summits, 1,014 feet high. This cape forms the southern limit of Tchetchikouyoume Bay. At 6:12 a. m. we passed between Nonneangan, a small rocky islet rising perpendicularly from the sea 80 feet, then sloping up to an elevation of 386 feet, and Tchirklook, an island 6 by 3 miles in extent, and crowned with a number of peaks ranging from 500 to 1,800 feet high. Rounding the northeastern end of this island, we steamed through Yerguine Pass, and at 7:13 a. m. entered Senavine Straits. These straits are a body of water 30 miles long and from one-half mile to 6 miles wide, lying between the mainland on the west and the Arakamtchetchene and Tchirklook islands on the east. The opening had been noticed by Bering, Cook, and Sarytscheff, but Capt. Lutke was the first to explore it. It was named after his ship. At 7:28 a. m. we were rounding Cape Pagueune, the southwest point of Arakamtchetchene Island. This island is 16 by 8 miles in extent, and contains several small native settlements. It has several high peaks, the greatest elevation of which is Tinmai, 1,809 feet high. A southeast storm setting in, at 8:30 a. m. the captain turned southward, and at 10:30 anchored in Glasenapp Harbor, under Cape Yerguine, for shelter. The harbor is well sheltered from all winds and sea, and convenient for procuring water, quite a blessing in this region. Glad enough were we to find safe anchorage here from the storm and rough water in Senavine Straits.

While lying here some five or six natives boarded the vessel. They had hardly landed on deck before they began their incessant pleading for "Kow-kow" (bread).

A bucket of bread was given them and a shelter from the storm profered if they desired to remain with us. The captain engaged them to gather reindeer moss for



Hoisting in a Reindeer on Board the Bear.

[From a photo. by Assistant Engineer A. L. Broadbent, U. S. R. M. Published by permission of The Californian.]

the animals he had on board. These natives embraced the opportunity readily to earn a few biscuits of hard bread. Having gone ashore, they returned in a very short

space of time with a dozen well-filled sacks of reindeer moss. Understanding that the island was well covered with reindeer food, the captain made inquiry of the interpreters why these natives did not have reindeer. He was given the following rather romantic narrative of these now poor, miserable, half-starved people and outcasts from the Eskimo and neighboring tribes:

"A very long time ago, before my father was a boy, the people on this island had plenty of deer, more deer than we can count on our fingers and toes together; a heap more. In those days these people were never hungry. They did not steal then, either, but now they are always hungry, and if not sharply watched will steal plenty very quick."

The next question asked was, "How did they lose their deer, and why do they stay in a place that gives them so little to eat?" "Well, before my father was a boy these people had plenty of deer. Yardgidigan, the chief, was a rich man, all the same as you (referring to the captain). He wanted a wife. There were none on the island or in any of the neighboring settlements that came up to the requirements of this rich, fastidious, and powerful deer man. Harnessing his finest and fastest deer team, he started on a matrimonial prospecting tour among the deer men of the interior. A report being current that a deer man named Omileuth, living far up in the mountainous region of Siberia, possessed a daughter of rare and wonderful beauty, that excelled in all the arts of making shoes and clothes and looking after the creature comforts of him who would be her husband—with whom none in Siberia could compare. He sought and found this wonderful woman, and in due course of time was the successful wooer among many suitors. The nuptials were celebrated with great pomp and feasting by the girl's people, and the happy couple started for their future home accompanied by a large herd of reindeer, the father's gift and the bride's dower. Bride, groom, and deer arrived home without accident, their journey having been one continued round of feasting.

"On the homeward journey the groom was so generous with his wife's property that at the very beginning of their married life a cloud of mistrust came over the bride. Among those who accompanied the bridal pair on their home journey were many of the rejected suitors. One, in particular, Tenisken, the chief of Marcus Bay, who, prior to the coming of the bridegroom, was the favored suitor, and still was the maiden's choice. Consumed with jealousy, he let no opportunity slip that gave the slightest chance of poisoning the young wife's mind against her husband. Upon their arrival at the home of the groom the feast and dance were again the order of the day. Wrestling and other athletic sports were indulged in far into the winter. Yardgidigan was proud of his beautiful wife. Being extremely happy and secure in his love, he heeded not the warnings to beware of his rival, Tenisken, chief of Marcus Bay. Tenisken lingered many months in the bridegroom's camp, enjoying every hospitality that a rich and happy husband could bestow. At length he took his departure, and the bridegroom awoke one morning to find that his wife of a few moons had disappeared with his friend and fellow-chief. Pursuit was immediately ordered and dreadful vengeance vowed upon the destroyer of his peace of mind and betrayer of his house and home. As swift as were the pursuers, swifter still was the flight of the guilty pair.

"Arriving at Marcus Bay, the pair were warmly welcomed by the villagers, who upheld their chief and his guilty bride. To him they thought she rightfully belonged by the right of love divine. The husband, through spies, discovered the state of things in the enemy's camp and knew that his vengeance must be sought by stealth. Long he watched, concealed near Tenisken's camp. At last the anxiously prayed-for moment arrived. During the prevalence of one of those storms that only occur in the Arctic (and that seldom), he, with a stone in his hand and a knife between his teeth, sought the camp. Entering the house of his enemy, he was rendered still more furious by the sight of his beautiful and faithless bride lying in the embrace of his rival. Burying his knife deep into the heart of his enemy, he offered him the greatest indignity that can be put upon an Eskimo—bit off his nose. Forcibly carrying his faithless wife out of the house, he took her back to his camp. Not until morning were the people of Marcus Bay aware of the tragedy that had been enacted in their midst. Pursuit and retaliation were ordered. The son of the murdered chief headed the party. The wronged husband, having tarried too long near his enemy's camp for vengeance, had so exhausted his supplies of men and beasts as to render him able to make but short stages homeward and to offer slight resistance if attacked. This weakened condition of Yardgidigan's was made known to the son of Tenisken by the faithless wife, who promised at a certain day and designated place to make her lord and master drunk and stupefied from 'toad-stool' wine. This she did. And when the followers of her husband were lying drunk, at a given signal from her, the whole encampment were put to death, and the faithless and cruel woman led back to Marcus Bay amid great rejoicing and as the bride of her paramour's son. Now was planned the extermination of the colony on that island. They had not heard of the fate of Tardgidigan, their chief. So under disguise the Marcus

Bay people entered their village, killed most of their people, drove away every deer, and razed their houses to the ground. Purposely they spared a few lives, upon whom the shaman (native priest) pronounced a fearful anathema.

"This happened many generations ago, yet the people dare not and will not, for fear of a similar fate, imperil their hopes for present and future happiness by associating with these poor, wretched outcasts, accursed by the shaman perhaps a hundred years ago. So from affluence and plenty they and their offspring have been reduced to want and misery, and will so endure, until they shall cease to exist, on account of the perfidy of a woman, who by her beauty and sophistry prejudiced priests and populace against her outraged and lawful husband and his people, making right appear wrong and wrong right."

After the interpreters had completed their story both in a breath remarked, "Captain, that is hard luck—before, plenty; now, all the time hungry."

The storm having abated, on September 9 we again got under way about 11 o'clock. Steaming up Senavine Straits, at 1:30 we came to anchor off Cape Yagnakinone, Siberia, where Koharra and his party were sent ashore for deer. On the following day, the sea becoming rough, we returned to Glasenapp Harbor for refuge. The storm abating on the 12th of September, at 5:15 a. m. anchor was weighed, and we again started for Cape Yagnakinone. There we secured twelve additional reindeer. Early on the morning of September 13 the natives were sent ashore, and at 9 a. m. we got under way for Unalaska, where we arrived on the 17th of September.

On the 21st of September seven of the reindeer were put ashore on Unalaska Island and the other nine on Amaknak Island, in charge of Mr. Ney B. Anthony, United States deputy marshal.

Thus the results of the investigations and work for 1891 with regard to reindeer were: 1. The cultivation of the good will of the Siberians and foundations laid for future purchases; 2, the actual purchase of sixteen reindeer; 3, the proving by actual experience that reindeer can be transported with the same facility as other domestic cattle, the sixteen in charge having been safely loaded, kept on shipboard three weeks, and landed in good condition a thousand miles away.

It having been proved by experience that reindeer can be purchased and transported, the general introduction of domestic reindeer into Alaska becomes a mere question of time and money.

With the accomplishment of this result several important objects will be attained.

PERMANENT FOOD SUPPLY.

In the first place, the population, which is now upon the verge of starvation, will be furnished with a permanent, regular, and abundant supply of food. As has already been stated, the native supply of food in that region has been destroyed by the industries of the white men. The whale and the walrus, that once teemed in their waters and furnished over half their food supply, have been killed or driven off by the persistent hunting of the whalers. The wild reindeer (caribou) and fur-bearing animals of the land, which also furnished them food and clothing, are being largely destroyed by the deadly breech-loading firearm. It will be impossible to restock their waters with whale and walrus in the same way that we restock rivers with a fresh supply of fish. But what we can not give them back their former food, we can, through the introduction of the domestic reindeer, provide a new food supply.

Upon our return southward from the Arctic Ocean in the fall of 1891 Capt. Healy providentially called at the village on King Island, where we found the population starving. The appeal for food was so pressing that the captain detailed a lieutenant to make a thorough examination of the village, and invited me to accompany him. In a few houses we found that the families in their great distress had killed their sled dogs to keep themselves from starving. In the larger number of families they were making a broth of seaweed, their only food supply. In all human probability, if the ship had not learned their condition, the following summer not a man, woman, or child would have been left alive to tell the story. A few years ago the same thing happened to three large villages on the island of St. Lawrence, and when, the following season, the revenue cutter called at the villages, the putrefying corpses of the population were found everywhere—on the bed platforms, on the floors, in the door ways, and along the paths, wherever death overtook them.

In 1891 one of the teachers on the Kuskokwim River wrote me that the inhabitants of that valley had had but little opportunity during the summer of 1890 to provide a sufficient food supply of fish; that consequently starvation faced them all winter, and that it was with great difficulty that they survived until the fish returned the following season. A teacher on the Yukon River reported this past summer that some of the natives to the north of him had starved to death. This same scarcity of food exists across the entire northern portion of North America, so that now, under the auspices of the Church of England, subscriptions have been opened in London for a famine fund, out of which to send relief to the starving Eskimo of Arctic British

America. This condition of things will go on, increasing in severity from year to year, until the food supply of the seas and of the land is entirely gone, and then there is nothing left but the extermination of the native population. The general introduction of the domestic reindeer alone will change this entire condition of things, and furnish as reliable a supply of food to that people as the herds of cattle in Texas and Wyoming do to their owners or the herds of sheep in New Mexico and Arizona. The reindeer is the animal which God's providence seems to have provided for those northern regions, being food, clothing, house, furniture, implements, and transportation to the people. Its milk and flesh furnish food. Its marrow, tongue, and hams are considered choice delicacies. Its blood mixed with the contents of its stomach forms a favorite native dish. Its intestines are cleaned, filled with tallow, and eaten as sausage. Its skin is made into clothes, bedding, tent covers, reindeer harness, ropes, cords, and fish lines. The hard skin of the forelegs makes an excellent covering for snowshoes. Its sinews are made into a strong and lasting thread. Its bones are soaked in seal oil and burned for fuel. Its horns are made into various kinds of household implements, into weapons for hunting, fishing, or war, and used in the manufacture of sleds. Then the living animal is trained for riding and dragging of sleds. The general introduction of such an animal into that region will arrest the present starvation and restock that vast country with a permanent food supply. It will revive hope in the hearts of a sturdy race that is now rapidly passing away. Surely, the country that sends shiploads of grain to starving Russians, that has never turned a deaf ear to the call of distress in any section of the globe, will not begrudge a few thousand dollars for the purchase and introduction of this Siberian reindeer and the rescue of thousands of people from starvation.

REPEOPLING THE COUNTRY.

In the second place, the introduction of domestic reindeer into Alaska will not only thus arrest the present starvation, but will assist in increasing the population. With a more generous food supply this population will commence to increase in numbers. Occupying a region whose climatic conditions are so rigorous that but few white men will ever be willing to make their permanent home in it, it is important, if we would save it from being an unpeopled waste and howling wilderness, that we build up the people who through generations have become acclimated and who are as fervently attached to their bleak and storm-swept plains as the people of temperate and torrid zones to their lands of comfort and abundance.

They are a race worth saving. I find that public opinion, gained perhaps by a more familiar knowledge of the Eskimo of Greenland and Labrador, conceives that the Alaska Eskimos are of the same small type. But this is not true.

In the extreme north, at Point Barrow and along the coast of Bering Sea, they are of medium size. At Point Barrow the average height of the males is 5 feet 3 inches and average weight 153 pounds; of the women, 4 feet 11 inches and weight 135 pounds. On the Nushagak River the average weight of the men is from 150 to 167 pounds. From Cape Prince of Wales to Icy Cape and on the great inland rivers emptying into the Arctic Ocean they are a large race, many of them being 6 feet and over in height. At Kotzebue Sound I have met a number of men and women 6 feet tall. Physically they are very strong, with great powers of endurance. When on a journey, if food is scarce, they will travel 30 or 40 miles without breaking their fast. Lieut. Cantwell, in his explorations of the Kowak River, makes record that upon one occasion when he wanted a heavy stone for an anchor a woman went out and alone rolled into her birch-bark canoe and brought him a stone that would weigh 800 pounds. It took two strong men to lift it out of the canoe.

Another explorer speaks of a woman carrying off on her shoulder a box of lead weighing 280 pounds. This summer, in erecting the school buildings in the Arctic, there being no drays or horses in that country, all the timbers, lumber, hardware, etc., had to be carried from the beach to the site of the house on the shoulders of the people. They pride themselves on their ability to outjump or outrun any of our race who have competed with them. They can lift a heavier weight, throw a heavy weight farther, and endure more than we. They are a strong, vigorous race, fitted for peopling and subduing the frozen regions of their home.

Arctic and sub-Arctic Alaska cover an empire in extent equal to nearly all Europe. With the covering of those vast plains with herds of domesticated reindeer it will be possible to support in comparative comfort a population of 100,000 people where now 20,000 people have a precarious support. To bring this about is worthy the fostering care of the General Government.

CIVILIZATION OF THE ESKIMOS.

Thirdly, the introduction of domestic reindeer is the commencement of the elevation of this race from barbarism to civilization. A change from the condition of

hunters to that of herders is a long step upwards in the scale of civilization, teaching them to provide for the future by new methods.

Probably no greater returns can be found in this country from the expenditure of the same amount of money than in lifting up this native race out of barbarism by the introduction of reindeer and education.

ARCTIC TRANSPORTATION.

Fourthly, the introduction of the domestic reindeer will solve the question of Arctic transportation. The present transportation of that region is by dog sleds. One load of supplies for the trader or traveler requires a second load of food for the two teams of dogs, and they make but short distances per day. This difficulty of transportation has been one great drawback to the development of the country. It has interfered with the plans of the fur trader; it has interfered with Government exploration. Only three years ago when the U. S. Coast and Geodetic Survey sent two parties to determine the international boundary between Alaska and British America the small steamer that was conveying the supplies up the Yukon River was wrecked, and it was with the utmost difficulty that the surveying parties were kept from starvation because of the difficulty of sending sufficient food 2,000 miles along that great valley by dog sleds. If reindeer had been introduced into the country there would have been no such difficulty in furnishing food. Bills have been before Congress for several years proposing to establish a military post in the Yukon Valley. If such a post is established it is not at all improbable that a combination of circumstances may arise some winter by which the forces that shall be stationed there will be reduced to starvation unless reindeer transportation shall have become so systematized that food can readily be sent in from other regions. The same is true with reference to the Government officials whom it may be found necessary to station in that region.

The same is true of the forty or more missionaries and their families that are now scattered through that vast region; also, of the teachers and their families whom the Government has sent into that country.

These are now separated from all communication with the outside world, receiving their mail but once a year. With reindeer transportation they could have a monthly mail.

During the past three years the whalers have been extending their voyages east of Point Barrow to the mouth of the Mackenzie River, and wintering at Herschel Island. To the owners of this property it would be worth tens of thousands of dollars if they could hear from their vessels in the winter before new supplies and additional vessels are sent out in the spring. But this can not now be done. Last winter letters were sent out from the field, overland, by Indian runners that ascended the Mackenzie, crossed over to the Porcupine, and descended the Porcupine and Yukon rivers down to St. Michael, on the coast. It was ten months before those letters reached their destination. It was a great satisfaction to the owners to hear of the welfare of their ships and crews, but the news was too late for business purposes. Millions of dollars' worth of property and thousands of lives are involved in the whaling business. With the introduction of domestic reindeer into that region it will be both feasible and perfectly practicable to establish a reindeer express during the winter from the Arctic coast down to the North Pacific coast of Alaska.

The southern coast of Alaska on the Pacific Ocean never freezes, and is accessible all the year round to vessels from San Francisco or Puget Sound.

A reindeer express across Alaska, from the Arctic to the Pacific Ocean, would have a corresponding commercial value to that section as the telegraph between New York and London to theirs. It would enable the owners of the whaling fleet to avail themselves of the latest commercial news and keep a more perfect control over their business.

COMMERCIAL VALUE.

In the fifth place, the introduction of domesticated reindeer will add a new industry to that country, which will go to swell the aggregate of national wealth. Lapland sends to market about 22,000 head of reindeer a year, the surplus of her herds.

Through Norway and Sweden smoked reindeer meat and smoked reindeer tongues are everywhere found for sale in their markets, the hams being worth 10 cents a pound and the tongues 10 cents apiece. There are wealthy merchants in Stockholm whose specialty and entire trade is in these Lapland products. The reindeer skins are marketed all over Europe, being worth in their raw condition from \$1.50 to \$1.75 apiece. The tanned skins (soft, with a beautiful yellow color) find a ready sale in Sweden at from \$2 to \$2.75 each. Reindeer skins are used for gloves, military riding trousers, and the binding of books. Reindeer hair is in great demand for the filling of life-saving apparatuses, buoys, etc., and from the reindeer horns is made the best

existing glue. One great article, smoked reindeer tongues, and tanned skins are among the principal products of the great annual fair at Nischnij Novgorod, Russia. In Lapland there are about 400,000 head of reindeer, sustaining in comfort some 26,000 people. There is no reason, considering the greater area of the country and the abundance of reindeer moss, why arctic and subarctic Alaska should not sustain a population of 100,000 people with 2,000,000 head of reindeer. In Lapland the reindeer return a tax of \$1 a head to the Government, so that they yield an annual revenue to the Government of \$400,000.

With the destruction of the buffalo the material for cheap carriage and sleigh robes for common use is gone. Bear and wolf skins are too expensive; but with the introduction of the reindeer their skins would to a certain extent take the place of the extinct buffalo.

The commercial importance of introducing domesticated reindeer in Alaska was so manifest that shrewd business men on the Pacific coast at once appreciated the great possibilities involved, and hastened, through their chambers of commerce and boards of trade, to take action urging their several delegations in Congress to do what they could to secure an appropriation of money for these purposes.

Under favorable circumstances a swift reindeer can traverse 150 miles in a day. A speed of 100 miles per day is easily made. As a beast of burden they can draw a load of 300 pounds.

The progress of exploration, settlement, development, government, civilization, education, humanity, and religion, are all largely dependent in that region on reindeer transportation.

If there is any measure of public policy better established than another or more frequently acted upon, it has been the earnest and unceasing efforts of Congress to encourage and aid in every way the improvement of stock, and the markets of the world have been searched for improved breeds. The same wise and liberal policy will make ample provision for the introduction of the reindeer, which of all animals is the most serviceable and indispensable to man in high northern latitudes.

If it is sound policy to sink artesian wells or create large water reservoirs for reclaiming large areas of valuable land otherwise worthless; if it is the part of national wisdom to introduce large, permanent, and wealth-producing industries where none previously existed, then it is the part of national wisdom to cover that vast empire with herds of domestic reindeer, the only industry that can live and thrive in that region, and take a barbarian people on the verge of starvation, lift them up to a comfortable support and civilization, and turn them from consumers into producers of national wealth.

It will be noticed that the sum asked from Congress is only \$15,000. I hope that this will not be misunderstood and taken as a measure of the importance of the movement, for if the proposed results could not be obtained with any less sum an appropriation of hundreds of thousands of dollars would be both wise and economical.

But so small a sum is accepted on the ground of proceeding with extreme caution. It is the commencement of a great movement that will, if successful, extend its beneficial influences as long as the world stands. Therefore we move slowly and carefully at first in order to secure that success. Commencing in a small way, the first outlay of money is not large.

So far the purchase of the reindeer has been defrayed from the money contributed by benevolent individuals.

REVENUE-MARINE SERVICE.

These gratifying results, however, could not have been attained without the hearty and active coöperation of the Revenue-Marine Service.

If this office had been required to charter a vessel for the transporting of the reindeer nothing could have been done with the small sum at our disposal.

But the Secretary of the Treasury directed that the revenue cutter *Bear*, in addition to her regular duties of patrolling the Seal Islands and the coasts of Bering Sea and the Arctic Ocean, following the whaling fleet, and inspecting the refuge station at Point Barrow, should also give what time was possible to transporting the reindeer.

To the captain, officers, and crew of the *Bear* is due much praise for the hard work done by them.

Special thanks are due Capt. M. A. Healy for his earnestness and efficiency in doing his part of the work; also to Lieut. D. H. Jarvis, Surg. S. J. Call, and Assistant-Engineer Falkenstein, who were in charge of much of the shore work of loading and unloading the deer.

The establishment of schools and the commencement of the introduction of domestic reindeer into Alaska are adding largely to the importance of the annual cruise of the U. S. R. M. S. *Bear* in Bering Sea and the Arctic Ocean.

These schools and mission stations, with their large and increasing property interests, beyond the protection and reach of the courts of the Territory, are dependent upon the protecting influence exerted by the annual visit of the revenue cutter.

RECOMMENDATIONS.

I. The recent act of Congress, entitled "An act to repeal timber-culture laws, and for other purposes," approved March 3, 1891, makes provision for the incorporation of villages in Alaska.

Under the provisions of this act the citizens of Sitka and Juneau are taking steps to incorporate.

As incorporation will enable them to levy and collect taxes for school purposes, I respectfully recommend that when a village incorporates, the white school of the place be turned over to the care of the school trustees that may be elected for that purpose, and that at least one-half of the expenses of the school shall be borne by the village.

II. I renew the recommendation of former years for some provision for securing a more regular attendance of pupils.

III. With the gradual opening up of Alaska, it becomes increasingly important that the law creating agricultural colleges and experiment stations should be extended to it.

I remain, with great respect, yours truly,

SHELDON JACKSON,
General Agent of Education in Alaska.

CHAPTER XXVI.

EDUCATION OF THE COLORED RACE

I. PUBLIC SCHOOLS.

The following table gives in detail the public school statistics of the former slave States, classified by race:

Public school statistics, classified by race, 1890-'91.

| State. | Number of persons 5 to 18 years. | | Percentage of the whole. | | Enrolled in the public schools. | |
|---------------------------|----------------------------------|-----------|--------------------------|----------|---------------------------------|-----------|
| | White. | Colored. | White. | Colored. | White. | Colored. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Alabama <i>a</i> | 290,935 | 249,201 | 53.85 | 46.15 | 186,125 | 115,400 |
| Arkansas <i>a</i> | 296,117 | 112,472 | 72.06 | 27.94 | 163,603 | 59,468 |
| Delaware <i>a</i> | 38,755 | 8,736 | 81.60 | 18.40 | 26,778 | 4,656 |
| District of Columbia..... | 40,397 | 21,633 | 64.51 | 35.49 | 24,239 | 14,147 |
| Florida..... | 75,310 | 59,690 | 55.79 | 44.21 | 56,677 | 37,342 |
| Georgia..... | 336,525 | 315,817 | 51.59 | 48.41 | 236,595 | 150,702 |
| Kentucky..... | 527,800 | 90,400 | 85.38 | 14.62 | 370,913 | 55,574 |
| Louisiana..... | 187,600 | 199,900 | 48.42 | 51.58 | 75,688 | 55,021 |
| Maryland..... | 239,455 | 69,045 | 77.62 | 22.38 | 154,418 | 34,796 |
| Mississippi..... | 195,200 | 284,200 | 40.71 | 59.29 | 154,477 | 173,378 |
| Missouri..... | 802,400 | 48,900 | 94.26 | 5.74 | 605,107 | 34,622 |
| North Carolina..... | 362,000 | 217,000 | 62.52 | 37.48 | 214,908 | 115,812 |
| South Carolina..... | 161,963 | 271,837 | 37.34 | 62.66 | 93,024 | 116,535 |
| Tennessee..... | 461,600 | 155,800 | 74.77 | 25.23 | 377,879 | 105,458 |
| Texas..... | 621,900 | 190,500 | 76.55 | 23.45 | 394,150 | 121,929 |
| Virginia..... | 334,885 | 238,315 | 58.43 | 41.57 | 219,141 | 123,579 |
| West Virginia..... | 251,600 | 10,400 | 96.04 | 3.96 | 191,948 | 6,428 |
| Total..... | 5,218,352 | 2,543,936 | 67.23 | 32.77 | 3,539,670 | 1,324,937 |

| State. | Per cent of persons 5 to 18 years enrolled. | | Average daily attendance. | | Per cent of enrollment. | | Length of school year in days. | | Number of teachers. | |
|---------------------------|---|--------|---------------------------|----------|-------------------------|----------|--------------------------------|----------|---------------------|----------|
| | White. | Col'd. | White. | Color'd. | White. | Color'd. | White. | Color'd. | White. | Color'd. |
| 1 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| Alabama <i>a</i> | 63.98 | 46.33 | 110,311 | 72,156 | 59.27 | 62.48 | 73.9 | 72.8 | 4,182 | 2,136 |
| Arkansas <i>a</i> | 56.39 | 52.87 | ..... | ..... | ..... | ..... | ..... | ..... | 3,770 | 1,246 |
| Delaware <i>a</i> | 69.10 | 53.30 | 16,798 | 2,851 | 62.73 | 61.23 | 175 | 109.5 | 605 | 96 |
| District of Columbia..... | 50.14 | 65.40 | 18,504 | 10,506 | 76.34 | 74.26 | a178 | a177 | 530 | 265 |
| Florida..... | 75.26 | 62.56 | ..... | ..... | ..... | ..... | ..... | ..... | 1,956 | 685 |
| Georgia..... | 68.52 | 47.72 | ..... | ..... | ..... | ..... | ..... | ..... | 5,009 | 2,500 |
| Kentucky..... | 75.28 | 61.48 | 213,816 | 31,593 | 57.65 | 56.85 | b100 | b100 | 7,915 | 1,246 |
| Louisiana..... | 40.34 | 27.53 | 53,503 | 38,317 | 70.69 | 69.64 | 104 | 946 | 2,116 | 887 |
| Maryland..... | 64.49 | 50.40 | 88,897 | 17,273 | 57.57 | 49.64 | 185.7 | 175.2 | 3,331 | 636 |
| Mississippi..... | 79.15 | 61.01 | 93,282 | 104,298 | 60.39 | 60.16 | ..... | ..... | 4,334 | 3,212 |
| Missouri..... | 75.41 | 70.80 | ..... | ..... | ..... | ..... | ..... | ..... | 13,258 | 722 |
| North Carolina..... | 59.37 | 53.37 | 130,747 | 71,016 | 60.84 | 61.32 | 60.7 | 59.5 | 4,177 | 2,358 |
| South Carolina..... | 57.44 | 42.87 | 67,599 | 81,004 | 72.67 | 69.51 | ..... | ..... | 2,592 | 1,671 |
| Tennessee..... | 81.86 | 67.69 | 265,136 | 72,682 | 70.16 | 68.92 | ..... | ..... | 6,505 | 1,745 |
| Texas..... | 63.37 | 64.01 | ..... | ..... | ..... | ..... | 118.74 | 111.30 | 8,556 | 2,553 |
| Virginia..... | 65.44 | 51.86 | 126,848 | 66,688 | 57.89 | 53.96 | 116 | 116 | 5,710 | 2,008 |
| West Virginia..... | 76.28 | 61.81 | 120,176 | 3,811 | 62.76 | 59.29 | ..... | ..... | 5,416 | 184 |
| Total..... | 67.83 | 52.08 | | | 62.48 | 62.14 | | | 79,062 | 24,150 |

a In 1889-'90.

b Estimated by State superintendent.

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From the foregoing table it appears that during the school year 1890-'91 there were 3,539,670 white pupils enrolled in the public schools of the States under consideration, and 1,324,937 colored pupils.

The white pupils formed 67.83 per cent of the total number of white persons 5 to 18 years of age, and the colored pupils only 52.08 per cent of the colored persons 5 to 18.

The per cent of the colored population 5 to 18 enrolled exceeded that of the white only in Texas and the District of Columbia. In nearly all the remaining States the per cent of colored enrollment fell largely short of the white enrollment.

In Louisiana scarcely more than one-fourth of the colored population 5 to 18 years of age were enrolled in school (27.53 per cent). This is only about two-fifths of the general average for the United States. Nowhere else in the Union is there so poor a school attendance as among the colored people of Louisiana.

The regularity of school attendance, as indicated by the relation of the average daily attendance to the total number of pupils enrolled, was nearly the same for both races. About five-eighths of the whole enrollment of each race were present daily on an average.

The percentage of the school population (5 to 18) enrolled, both white and colored, has made some gain since the preceding year. The change is slight, it is true, but the movement is in the right direction, as will be seen from the following:

| | 1889-90. | 1890-91. |
|--|----------|----------|
| Per cent of population 5 to 18 years enrolled in the public schools: { White | 66.28 | 67.83 |
| { Colored | 51.66 | 52.08 |

II. SECONDARY AND HIGHER INSTITUTIONS FOR THE COLORED RACE.^a

| States. | Normal schools. | | | | | | Institutions for secondary instruction. | | | Universities and colleges. | | | | | |
|-------------------------|-----------------|-----------|---------|--------------|----------|--------|---|-----------|---------|----------------------------|-----------|-------------|--------------|----------|--------|
| | Schools. | Teachers. | Pupils. | | | | Schools. | Teachers. | Pupils. | Schools. | Teachers. | Students. | | | |
| | | | Normal. | Preparatory. | Primary. | Total. | | | | | | Collegiate. | Preparatory. | Primary. | Total. |
| Alabama | 7 | 70 | 877 | 692 | 805 | 2,374 | 4 | 32 | 949 | 1 | 7 | 10 | 35 | 480 | 525 |
| Arkansas | 3 | 18 | 160 | 46 | 80 | 286 | ... | ... | ... | 1 | 15 | 14 | 29 | 264 | 307 |
| Delaware | 0 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Florida | 1 | 3 | 14 | 52 | 0 | 66 | 2 | 13 | 536 | ... | ... | ... | ... | ... | ... |
| Georgia | 3 | 13 | 154 | 39 | 67 | 260 | 11 | 94 | 3,473 | 2 | 38 | 23 | 74 | 843 | 940 |
| Kansas | 0 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Kentucky | 0 | ... | ... | ... | ... | ... | 2 | 7 | 242 | 1 | 18 | 31 | 67 | 258 | 359 |
| Louisiana | 3 | 9 | 156 | 0 | 0 | 156 | 4 | 31 | 655 | 4 | 63 | 16 | 95 | 1,571 | 1,682 |
| Maryland | 1 | 4 | 77 | 0 | 0 | 77 | 1 | 3 | 62 | 1 | 9 | 4 | 50 | 40 | 94 |
| Mississippi | 4 | 33 | 293 | 156 | 403 | 852 | 3 | 9 | 563 | 2 | 17 | 119 | 90 | 286 | 495 |
| Missouri | 1 | 7 | 42 | 163 | 0 | 205 | 1 | 2 | 65 | ... | ... | ... | ... | ... | ... |
| North Carolina | 10 | 53 | 937 | 184 | 182 | 1,303 | 7 | 46 | 1,459 | 3 | 23 | 107 | 159 | 240 | 506 |
| Ohio | 1 | 5 | 27 | 27 | 0 | 54 | ... | ... | ... | 1 | 9 | 12 | 25 | 127 | 164 |
| Pennsylvania | 0 | ... | ... | ... | ... | ... | 1 | 6 | 300 | 1 | 14 | 143 | 63 | 0 | 206 |
| South Carolina | 5 | 29 | 613 | 201 | 523 | 1,337 | 4 | 28 | 1,544 | 2 | 25 | 25 | 139 | 1,109 | 1,272 |
| Tennessee | 6 | 46 | 440 | 149 | 566 | 1,155 | 1 | 8 | 306 | 4 | 72 | 93 | 194 | 1,153 | 1,440 |
| Texas | 2 | 14 | 163 | 2 | 168 | 338 | 4 | 20 | 937 | 1 | 5 | 27 | 11 | 147 | 185 |
| Virginia | 2 | 51 | 501 | 467 | 59 | 1,027 | 2 | 18 | 666 | ... | ... | ... | ... | ... | ... |
| West Virginia | 1 | 8 | 185 | ... | ... | 185 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Dist. of Columbia | 2 | 12 | 160 | ... | ... | 160 | ... | ... | ... | 1 | 9 | 24 | 40 | 0 | 64 |
| Other States | ... | ... | 207 | ... | ... | 207 | ... | ... | 80 | ... | ... | 160 | ... | ... | 160 |
| Total | 52 | 375 | 5,011 | 2,178 | 2,853 | 10,042 | 47 | 317 | 11,837 | 25 | 324 | 808 | 1,071 | 6,517 | 8,396 |

^a For further statistics of education of the colored race, see Part III of this Report.

Secondary and higher institutions for the colored race—Continued.

| States. | Schools of theology. | | | Schools of law. | | | Schools of medicine, dentistry, and pharmacy. | | | Schools for the deaf and dumb and the blind. | | |
|---------------------------|----------------------|-----------|-----------|-----------------|-----------|-----------|---|-----------|-----------|--|-----------|-----------|
| | Schools. | Teachers. | Students. | Schools. | Teachers. | Students. | Schools. | Teachers. | Students. | Schools. | Teachers. | Students. |
| Alabama..... | 3 | 7 | 57 | | | | | | | | | |
| Arkansas..... | 1 | | 20 | | | | 1 | 1 | 10 | 2 | 23 | 32 |
| Florida..... | | | | | | | | | | 1 | 6 | 15 |
| Georgia..... | 2 | 7 | 145 | | | | | | | 2 | 19 | 50 |
| Kentucky..... | 1 | 2 | 19 | | | | | | | 2 | 26 | 59 |
| Louisiana..... | 3 | 7 | 46 | | | | 1 | 6 | 18 | | | |
| Maryland..... | 1 | 3 | 8 | | | | | | | 1 | 4 | 22 |
| Mississippi..... | 1 | 2 | 24 | | | | | | | 1 | 11 | 18 |
| Missouri..... | | | | | | | | | | 2 | 33 | 17 |
| North Carolina..... | 3 | 7 | 69 | 1 | 1 | 9 | 1 | 7 | 48 | 1 | 10 | 57 |
| Ohio..... | 1 | 3 | 6 | 1 | 2 | 2 | | | | | | |
| Pennsylvania..... | 1 | 7 | 22 | | | | | | | | | |
| South Carolina..... | 2 | 7 | 65 | 1 | | 20 | | | | 1 | 2 | 24 |
| Tennessee..... | 3 | 7 | 65 | 1 | 3 | 7 | 1 | 18 | 93 | 2 | 20 | 42 |
| Texas..... | 0 | | | | | | | | | 1 | 4 | 68 |
| Virginia..... | 1 | 4 | 60 | | | | | | | | | |
| District of Columbia..... | 2 | 16 | 78 | 1 | 5 | 63 | 1 | 15 | 74 | | | |
| Other States..... | | | 71 | | | 20 | | | 63 | | | 132 |
| Totals..... | 25 | 79 | 755 | 5 | 11 | 121 | 5 | 47 | 306 | 16 | 158 | 536 |

Number of each class of schools for the colored race, and enrollment in them.

| Class of institutions. | Schools. | Enrollment. |
|---|----------|-------------|
| Normal schools..... | 52 | |
| Normal students..... | | 5,011 |
| Preparatory..... | | 2,173 |
| Elementary..... | | 2,853 |
| Total..... | | 10,042 |
| Institutions for secondary instruction (including elementary pupils)..... | 47 | 11,837 |
| Universities and colleges..... | 25 | |
| Collegiate students..... | | 808 |
| Preparatory..... | | 1,071 |
| Elementary..... | | 6,517 |
| Total..... | | 8,396 |
| Schools of theology..... | 25 | 755 |
| Schools of law..... | 5 | 121 |
| Schools of medicine, dentistry, and pharmacy..... | 5 | 306 |
| Schools for the deaf and dumb and the blind..... | 16 | 56 |
| Grand total..... | 175 | 31,993 |

Amount and distribution of the sums disbursed from the Slater fund from 1883 to 1892, inclusive.

| | 1883. | 1884. | 1885. | 1886. | 1887. | 1888. | 1889. | 1890. | 1891. | 1892. | Totals. |
|---------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|
| Alabama..... | \$2,100 | \$2,450 | \$5,000 | \$3,800 | \$4,400 | \$4,600 | \$3,600 | \$3,600 | \$4,900 | \$4,700 | \$39,150 |
| Arkansas..... | | | | | 600 | 800 | 800 | 800 | 1,000 | 600 | 4,600 |
| Florida..... | | | | | | 1,000 | 800 | 800 | 1,000 | 1,000 | 4,600 |
| Georgia..... | 6,200 | 500 | 6,814 | 5,100 | 6,200 | 6,850 | 9,700 | 9,700 | 10,500 | 8,400 | 69,964 |
| Kentucky..... | | 1,000 | 1,000 | 700 | 700 | 700 | | | | | 4,100 |
| Louisiana..... | | 592 | 1,400 | 1,000 | 3,100 | 3,500 | 4,100 | 3,100 | 3,700 | 3,500 | 23,902 |
| Mississippi..... | 1,000 | 2,600 | 2,000 | 2,000 | 4,450 | 4,800 | 4,400 | 4,400 | 5,300 | | 25,917 |
| North Carolina..... | 2,000 | 740 | 4,400 | 3,600 | 4,200 | 5,300 | 5,100 | 4,700 | 5,700 | 5,300 | 41,000 |
| South Carolina..... | 2,000 | 750 | 3,500 | 2,700 | 3,660 | 4,300 | 4,000 | 4,000 | 5,000 | 5,000 | 3,910 |
| Tennessee..... | 950 | 4,325 | 7,600 | 5,800 | 6,500 | 6,500 | 6,800 | 6,200 | 7,400 | 7,100 | 59,775 |
| Texas..... | | 600 | 600 | 600 | 900 | 1,360 | 1,360 | 1,360 | 1,500 | | 9,780 |
| Virginia..... | 2,000 | 2,000 | 3,000 | 3,650 | 4,190 | 4,190 | 3,150 | 3,150 | 3,150 | 3,150 | 31,000 |
| District of Columbia..... | | 1,000 | 1,000 | 600 | 600 | 600 | | | | | 3,800 |
| Special..... | | 550 | 450 | 450 | 500 | 500 | 500 | 500 | 500 | | 0 |
| Total..... | 16,250 | 17,107 | 33,764 | 30,000 | 40,000 | 45,000 | 4,310 | 42,910 | 49,650 | 55,210 | 301,208 |

III. PRESENT STATUS OF COLORED EDUCATION AS RECORDED IN STATE SCHOOL REPORTS.

ALABAMA.

Observations of W. H. Council, conductor of institutes for colored teachers in Alabama: The night mass meetings, held at all the institutes, were largely attended—crowded—and always encouraged by the best white people in the communities, many of them attending all the meetings.

While holding these meetings from year to year I have observed: (1) That there is great progress among the colored teachers in every way. (2) That the desire for industrial instruction is firm and widespread. (3) That the masses are making marked progress in general intelligence and in support of education. (4) That the white people and colored people are increasing in good feelings on all moral, religious, temperance, and educational questions, and that the whites everywhere are willing to aid the colored people along the lines. (5) That the proper kind of moral, industrial, and intellectual training is a check on any inclination or temptation to racial conflict, and guarantees an honest, peaceful, industrious citizenship to the State. (6) That the institutes are of incalculable good to popular education.

KENTUCKY.

Encouraging prospects.—The superintendent of Mason County: The condition of the colored schools in our county has been to me a matter of surprise and congratulation. The capacity of the negro children for acquiring education surpasses any thing I had supposed concerning this race. There are fifteen colored districts in our county, and most of them are taught by well-educated and trained teachers. At present our teachers mostly come from Cincinnati, Dayton, Cleveland, and Steubenville, Ohio. They bring with them a knowledge of common school training and drill which enables them to conduct their schools successfully, and I am able to report the colored schools of our county as being in a very encouraging condition.

The superintendent of Nicholas County also reports that the colored schools are progressing very well, and that the colored people seem to take a greater interest in the schools than the whites do.

Superintendent of Scott County: The colored people are making material progress in regard to schoolhouses and equipments. Several houses will be improved this year, and two new ones built. They are very much in earnest in the matter of educating their children, and are doing probably as much as they are able to do to accomplish that end. Teachers are improving in efficiency and qualification for their work. I am very hopeful of our colored schools. The people have the right spirit, and respond to all school demands to the limit of their ability.

The trouble with colored trustees.—Superintendent of Bourbon County: A public school was taught in every colored district the past year. The colored people are too poor to support a private school. However, in a few places, school is continued beyond the public term, though with little profit to the teachers. The trustees are ignorant, and, in reality, not competent to select a teacher. With many applicants before them demanding the same compensation, they often pass over the best for poor teachers. They do not understand, and can not properly appreciate, the difference between the several grades of certificates. I may also add that in some cases I have had strong suspicion that the trustees of the colored schools have been bribed. But it is impossible to get any information on a subject as to which all parties, trustees and teachers, are equally interested in keeping quiet. So that the guilty go unpunished for want of sufficient evidence. It would be well if the superintendent could, out of the applicants for a school, select a certain number—say two or three—out of which number so selected the trustees would be compelled to employ. This would enable the trustee to get a qualified teacher, and at the same time allow some margin for their choice in the matter. Without some limitation of the kind, or some guard of this nature thrown around them, they are wholly at sea, unable to discharge their duty. The colored teachers are improving, but they are not, as a class, well qualified to teach. The list of certificates granted show that few get over a third-class certificate. This is an evil which can be cured only by time. In a few years we will doubtless have capable colored teachers. The younger teachers are generally the best qualified. Better training of teachers is much needed.

LOUISIANA.

The relations between the races.—State Superintendent W. H. Jack: The relations of the two races are harmonious and happy, and each seems actuated by a true spirit to reach the highest possible standard of mental and moral culture. We are educating

the negro in the same way that we are educating our own children, and are succeeding in developing him to an extent that is highly gratifying. Our method of solving the race problem is not by amalgamation or deportation, but by educating the negro children and bringing them under the renovating influences of white civilization. I would take occasion to observe, just here, that there is no such thing, in point of fact, as "race antagonism." The very kindest relations naturally exist between the two races, and there is not, and has never been, any such innate prejudice or antipathy on either side as would prevent the two races from living happily together. They understand each other perfectly, and govern themselves accordingly. The white man feels the native superiority of the Caucasian heightened by centuries of civilization, and the negro knows and recognizes the fact in all its meaning. * * *

I know of no reason why the negro, by proper training and direction, can not be made a good citizen and his race be elevated to a much higher plane than he now occupies.

Ignorance of negro teachers; one of two things should be done.—At a meeting of the Louisiana Educational Association, July, 1890, Col. T. Sambola Jones, of Baton Rouge, said:

"Multiplicity of tongues and differences of religion have made private, public, and sectarian school interests seem to retard rather than advance the cause of education. But there is no influence that has so reduced our general average, scattered our funds, or weakened the efficiency of our system half so much as the colored contingent in the public schools. Like the rain from heaven, that falls alike upon the just as well as upon the unjust, the funds obtained almost exclusively from the Caucasian element of the population are divided, share and share alike, with the children of their brothers in black. With a furtive glance at duty we do not consider binding, we appropriate funds for colored country schools and employ the ignorant and superstitious to teach ignorance and superstition. Better have no education whatever than be organized into schools and clans where falsehood takes the place of truth, where virtue is turned to vice, and prejudice and hatred of their white superiors encouraged and taught."

Here Col. Jones related some ludicrous incidents which occurred that forcibly demonstrated the capacity and standing of the average teacher of a negro public school, showing how unfit they were to advance the ignorant under their charge. He went on to say:

"If, indeed, poverty and dejection occasionally drive a belated soul to such a profession, the finger of shame is pointed, and while we pity we scorn and despise. No young man or woman here or elsewhere dares cross the black line or take a stand at the head of a negro school to teach good morals, sound philosophy, or beautiful rhetoric. If we must educate the negro let us no longer follow the unwise and suicidal policy of importing aliens, impractical, half-educated men and women, unacquainted with the relationship of the races and the duties and responsibilities of one toward the other, to teach the inferior race heresies, to poison and prejudice them against their own welfare and our safety."

Turning to the president, Col. Jones said: "It is your duty as the head of the educational interest of Louisiana, as molders of public opinion and directors of public thought upon the question of education, to do one of two things. You should stimulate public opinion in behalf of honest, upright, competent, and learned white instructors for the colored schools, or you should prick the huge bubble that claims for them equal rights, equal education, and an equal share of the public funds with the children of our own white race."

White teachers for colored schools.—The following resolutions were adopted by the Louisiana Educational Association at its Shreveport (1890) meeting:

Resolved, That we recognize it as the duty of those interested with the employment of teachers for our public colored schools to select only those whose moral and intellectual worth shall fit him or her to the task of attempting to elevate the colored race.

Resolved, That we henceforth bend our energies to having teachers thus qualified employed in the colored schools regardless of color.

In another resolution the same association affirmed the ability and the duty of the people of the State of Louisiana to educate all its children.

MARYLAND.

Schools for colored pupils.—Dr. James L. Bryan, school examiner of Dorchester County, says in his report:

The same generous and just appreciation of the rights of our fellow white men, leads naturally to the fair appropriation of common State funds for educational purposes to the colored people of the State. The school law, in Chapter XVIII, section 96, says: "It shall be the duty of the board of county school commissioners to

establish one or more public schools in each election district for all colored youths between 6 and 20 years of age, to which admission shall be free, and which shall be kept open as long as the other public schools of the particular county, provided the average attendance is not less than 15 scholars."

And yet the necessary funds for the purpose are not provided. The State appropriates more pro rata to the colored pupils than to the white ones, but the county appropriations are not so divided, nor are they sufficient to carry out the purposes of the law in this regard.

We should never forget that public school systems result from the conviction that the education of the whole people of a State can not be accomplished in any other way than by a State system and by State aid. That to be of benefit to the very class which would be most injurious to a true republican statehood, the very means of education must be furnished systematically, regularly, and fairly, and this can best be done by a tax upon all the property of the State. Such tax once raised becomes the property of the cause or interest for which it was levied, and then there can be no difference between white and colored pupils. Separate schools for the two races are a necessity, but there the difference ends, and all the expenses of the schools, their accounts, reports, are and should be upon a common basis and fairly proportioned.

IV. INDUSTRIAL TRAINING.

In all of the twenty-five universities and colleges except two, Lincoln University, Pennsylvania, and Morgan College, Baltimore, Md., instruction was given in different lines of industry. In some of the institutions special attention was given to such instruction. In Claflin University, South Carolina, more than a dozen industries are taught and \$20,000 have been expended in procuring the necessary outfits, and no student is allowed to graduate until he or she has mastered some line of industry. At Clark University, Atlanta, Ga., and Rust University, Mississippi, great attention is also given to training in the industries. Among the young men carpentry and printing, and among the young women plain sewing and dressmaking are the favorite branches. This is what was to be expected. Carpentry affords opportunities for earning good wages, besides having other inducements, while printing furnishes a good livelihood and at the same time offers excellent opportunities for educational advancement. Carpentry is taught in all but five of the institutions, and printing in all but six. Sewing also is taught in all but five. Farming, gardening, shoemaking, and cooking were the other most frequent employments.

A statement of the carpentry work done at Claflin University represents very fairly the work at other institutions. The carpenter shop at Claflin University is furnished with several sets of tools. But little machinery has been introduced, as it is the purpose of the managers to make the students familiar with hand tools, such as they would be most likely to use after leaving school. Students are taught the names and uses of tools and how to keep them in order. A great variety of work has been performed, such as building cottages, shops, repairing buildings, making and repairing furniture, ornamenting buildings and campus, building and repairing fences, making and repairing agricultural implements, making wardrobes, etc.

At Clark University, Atlanta, Ga., students are taught how to make carriages and harness, which are sold in the market in competition with other manufacturing establishments. Buildings are fully equipped with tools, machinery, and steam power for the prosecution of the following industries: (1) General blacksmithing, (2) carriage-making and carpentry, (3) carriage-painting, (4) carriage-trimming, (5) harness-making, (6) shoemaking, (7) printing, (8) iron and composition molding, (9) planing-mill work, (10) drawing and designing.

"These courses of instruction are designed to fit pupils to become journeymen and foremen in the trades represented. The student is employed in model work until he acquires a sufficient knowledge of the use of tools to engage in the actual production of goods for the market. The sales of goods manufactured in these shops during the present year will amount to about \$15,000. We compete with other shops and factories, and find sale for more than we can make. This is one of the very few schools in the South which combine theory, or model work, and the actual manufacturing of articles for the markets. The graduates from our shops go at once as full journeymen into regular manufacturing establishments, and some of them as foremen. We could find places for ten times as many as we send out."

Industrial training in universities and colleges; number of students in each industry.

| Institutions. | Printing. | Carpentry. | Painting. | Tinning. | Brickmaking. | Shoemaking. | Farming. | Gardening. | Blacksmithing. | Nurse-training. | Dressmaking. | Cooking. | Sewing. | Other. | Total. |
|--|-----------|------------|-----------|----------|--------------|-------------|----------|------------|----------------|-----------------|--------------|----------|---------|--------|--------|
| Selma University | (a) | (a) | | | | (a) | (a) | | | | | (a) | | | |
| Philander Smith College | 21 | 60 | | | | | | | | (a) | (a) | (a) | (a) | | |
| Howard University | (a) | (a) | | (a) | | (a) | | | | (a) | (a) | (a) | (a) | | |
| Atlanta University | (a) | (a) | | | | (a) | (a) | (a) | (a) | | (a) | (a) | (a) | (a) | |
| Clark University | 10 | 20 | 7 | | | 6 | | | 10 | (a) | (a) | (a) | (a) | 14 | |
| Berea College | (a) | (a) | | | | | | | | | | (a) | (a) | | |
| Leland University | (a) | (a) | | | | (a) | (a) | (a) | (a) | | (a) | (a) | (a) | (a) | |
| New Orleans University | 14 | 61 | | 19 | | | | | | (a) | (a) | 108 | (a) | | |
| Southern University | | (a) | | | | | (a) | (a) | | | (a) | | (a) | | 167 |
| Straight University | (a) | (a) | (a) | | | | | | | | (a) | | (a) | (a) | |
| Morgan College | 0 | | 0 | | | | | | | | | | | 0 | |
| Rust University | (a) | (a) | | | | (a) | (a) | | | 19 | (a) | (a) | (a) | (a) | |
| Alcorn Agricultural and Mechanical College | | | | | | | (a) | (a) | | | | | | (a) | |
| Biddle University | (a) | (a) | | | | | | | | | | | | (a) | |
| Shaw University | (a) | (a) | | | | | | | | | (a) | (a) | (a) | (a) | 292 |
| Livingston College | (a) | (a) | | | | (a) | | | | | (a) | (a) | (a) | (a) | |
| Wilberforce University | | 35 | | | | | | | | | (a) | | 59 | (a) | |
| Lincoln University | 0 | 0 | | | | | | | | | | | | 0 | |
| Allen University | | | | | | | (a) | | | | | | | (a) | |
| Clafin University | 79 | 165 | 92 | | 92 | 21 | 40 | 12 | 98 | 15 | 36 | 35 | 190 | 305 | 1,180 |
| Knoxville College | (a) | (a) | | | | (a) | | | | | (a) | (a) | 150 | (a) | |
| Central Tennessee College | 14 | 34 | | 2 | | | | | 9 | (a) | (a) | (a) | 168 | (a) | |
| Fisk University | 19 | (a) | (a) | | | | | | | (a) | (a) | (a) | (a) | (a) | |
| Roger Williams University | 8 | 21 | 3 | | 1 | | | | | | (a) | | (a) | (a) | |
| Paul Quinn College | 5 | (a) | | | | | (a) | (a) | | | (a) | (a) | (a) | | |

a Indicates that instruction was given in that branch, but the number of students was not given.

At the meeting of the general committee of the Freedman's Aid and Southern Education Society of the Methodist Episcopal Church, held in Harrisburg, Pa., November 7, 1892, the report on manual training in 23 colored schools was as follows: Male students in manual training and trade schools as follows: Printing, 123; tailoring, 6; painting, 43; carpentry, 325; cabinetmaking, 9; machine shop, wood, 6; machine shop, iron, 14; blacksmithing, 48; wagon-making, 1; tin shop, 8; masonry, 23; bakery, 4; shoemaking, 28; harness-making, 25; laundry, 95; agriculture, 91. Female students in domestic economy: Housekeeping, 195; sewing, 1,117; cooking, 276; dressmaking, 248.

V.—COEDUCATION OF THE RACES.

In the catalogues of many of the colored institutions it is stated that students will be received regardless of race or sex. Usually, however, there are not many white students in colored schools. In quite a number of Northern institutions there can be found from one to five colored students, but generally these are in schools where the students are grown young men and where their intercourse is practically limited to the lecture room. So far as reported the number of colored students in Northern and Western schools in 1890-91 was as follows: In secondary schools, 80; universities and colleges, 160; normal schools, 207; theological, 71; law, 20; medical, dental, and pharmaceutical, 63. Most of the normal students here reported were attending normal schools supported by the State or city. Wherever a sufficient number of colored students are found for a separate institution, there is apt to be an institution for each race.

On this subject of coeducation of the races, Rev. J. E. Rankin, D. D., president of Howard University, Washington, D. C., said at the Mohonk Conference in 1891:

"It is true that the colored man can go to Northern institutions of learning. That is, as an individual, one of him. But ten of him together would break up any college class. Even Harvard would cease to elect him class orator. He can not be educated in large numbers, except in institutions established and maintained especially for his benefit. He can go into a few of the white churches, but not in any large number. There is scarcely a white church in the land that could exist long with 50 colored people as members, if they came en masse, if there were a colored revival. I am not complaining of this. I am speaking cold facts, frozen facts. I am not looking for it at present to be otherwise. Christian as are our theological seminaries, I believe that while the white students of a class would regard 1 colored man as a curiosity,

a phenomenon, and 2 colored men as a double enigma, 10 colored men would put 10,000 of them to flight. If, therefore, you want to give colored men higher theological training, it must be provided for in schools established for colored men."

Rev. Samuel W. Boardman, president of Maryville College, Tenn., says: "Not long ago there were said to be about 20 Afro-Americans in the different departments of Harvard University. Nowhere have I seen such students appear to be more at home than in the libraries, reading rooms, and on the shady walks of Cambridge. It is well known that they are made welcome in the universities of England, France, Germany, and other countries of Europe. At Yale, Cornell, and other American colleges, they have been well represented. They have won prizes, and received in some cases the especial recognition of their classmates in appointments to class honors."

There is probably a greater intermingling of the races at Berea College, Ky., and at Orange Park, Fla., than at any other places. Both of these institutions are assisted by the American Missionary Association, and it is stated in the catalogue of Berea College that the school is intended as a source of educational, moral, and social reform. The number of colored male and female students at Berea was 188, and of white students male and female, 166. They mingle together both in the school rooms and in the boarding departments.

"At the Orange Park, Fla., school there are about 35 colored boys and girls and almost as many whites who *board*, together with many day pupils of both races. It seems that the majority of the whites in Orange Park are New Englanders, who have been there for some years. Having spent their money to fix themselves in the South and, after getting there, failing to realize what they had hoped, they became poor—too poor to send their children off to school. Not satisfied that their children should forego the training given in the Orange Park School, they were, because of circumstances, forced to send there. It is a bitter pill, however, because many of them are Southernized Northerners. At first they strongly objected, and more than once used their influence to have the colored pupils withdrawn, but with no effect.

"In the beginning the white pupils separated themselves as much as possible from the colored pupils. As the school work progressed and all the pupils became interested in the common cause of education, the differences were forgotten, the storm outside abated, and the white pupils naturally became more intimately associated with the colored pupils in class work."

VI. VARIOUS EXPRESSIONS OF OPINION REGARDING NEGRO EDUCATION AND ADVANCEMENT.

THE EDUCATION OF THE NEGRO.

[From an article by W. T. Harris in the *Atlantic Monthly*, June, 1892, with annotations by representative men to whom it had been submitted for criticism.]

The negro was brought to this country as a slave almost from the date of its first settlement. Two hundred and fifty years of bondage had elapsed when the issue of civil war set him free. He had brought with him from Africa the lowest form of civilization to be found among men—that in which the most degrading superstition furnishes the forms of public and private life. His religion was fetichism. But by contact with the Anglo-Saxon race in the very close relation of domestic servitude, living in the same family and governed by the absolute authority which characterizes all family control, the negro, after two and a half centuries, had come to possess what we may call the Anglo-Saxon consciousness. For the negro of the South, with the exception of a stratum of population in the dark belt of large plantations, where he has not been brought into contact with white people through domestic servitude, but segregated as oxen and horses are—the negro of the South, with this exception, I repeat, is thoroughly imbued with nearly all the ideals and aspirations which form the conscious and unconscious motives of action with the white people among whom he lives.¹ It would be very easy to convince one's self of this by free conversation with any specimen of the colored race, and a comparison of his thoughts with those of a newly arrived immigrant from Ireland, Italy, Germany, or Scandinavia. It would be found that the negro is in thorough sympathy, intellectually and emotionally, with our national point of view, while the immigrant looks through the dark glass of his own national presuppositions, and misinterprets most that he sees around him here. Only in the second generation, and after association with the native pop-

¹It is a matter for discussion whether the negro has come into the possession of what may be called "the Anglo-Saxon consciousness." I can not see how, so long as the people of this race constitute a distinct and insoluble entity in our political society, it will be possible for them to acquire the characteristics which it has taken such a long period of time to develop in the Caucasian race. (*R. L. Gibbon.*)

ulation in common schools, the workshop, and the political meeting, does the European contingent of our population become assimilated.¹

Of course I do not say this in disparagement of the European immigrant, for he stubbornly resists our national idea only in proportion to the value of his own. But I do insist on the practical fact that the negro of the South is not an African in his inner consciousness, but an American who has acquired our Anglo-Saxon consciousness in its American type through seven generations of domestic servitude in the family of a white master. That this has been acquired so completely because of the inherent aptitude of the African race to imitate may be admitted as probable, and it follows from this that the national consciousness assumed by the black race is not so firmly seated as in other races that have risen through their own activity to views of the world more advanced than fetishism. Hence we may expect that the sundering of the negro from close domestic relations with the white race will be accompanied with tendencies of relapse to the old fetish worship and belief in magic; and this would be especially the case in the dark belt where the large plantations are found. * * *

Here is the chief problem of the negro of the South. It is to retain the elevation acquired through the long generations of domestic slavery, and to superimpose on it the sense of personal responsibility, moral dignity, and self-respect which belongs to the conscious ideal of the white race. Those acquainted with the free negro of the South, especially with the specimens at school and college, know that he is as capable of this higher form of civilization as in slavery he was capable of faithful attachment to the interests of his master.

The first step² towards this higher stage which will make the negro a valued citizen is intellectual education, and the second is industrial education.³ By the expression "industrial education" I do not refer so much to training in habits of industry, for he has had this discipline for two hundred years,⁴ but to school instruction in arts and trades as applications of scientific principles. Nor do I refer even to manual and scientific training, valuable as it is, so much as to that fundamental training in thrift⁵ which is so essential to the progress of industry. The negro must teach himself to become a capitalist. There are two stages to this: First, that of hoarding; second, that of profitable investment. The first stage of thrift may be stimulated by adopting the postal savings device. If it be true, as is plausibly asserted, that the so-called poor white of the South is less thrifty than the negro, such adoption by our Govern-

¹ Withdrawn by force from his original physical and moral environment, the negro has adapted himself to his American surroundings, and in doing so has necessarily acquired, so far as his lower intelligence permitted, the ideals and aspirations of the people to whom he was bound so long in slavery; but he is essentially still an African in the controlling tendencies of his character. When left to an exclusive association with his own people, there is a powerful inclination on the part of the Southern negro to revert to all of the distinctive features of his African ancestors. This is a fact of the utmost importance in the consideration of the proper means to be employed for the improvement of his character. The principal cause of the many failures which have been made in the effort to produce this improvement has been the unfortunate misconception that the Southern negro of to-day is simply an ignorant white man with a black skin. The American descendants of European immigrants are, in the second generation, thoroughly assimilated with the surrounding white population. The grandsons of an American, a German, and an Englishman differ but little, if at all, in the basis of their character. It can hardly be said that the negroes even of those Northern communities in which their race has enjoyed freedom for five generations are so assimilated with the surrounding white population that they are not to be discriminated from it in racial characteristics. (P. A. Bruce.)

² The first step really to be taken must be by the whites about him in letting the negro feel that he possesses inalienable rights. What he now possesses is by sufferance only. He knows that he is neither a citizen nor a man, in the full sense. (L. H. Blair.)

³ I should prefer to define the course thus: First, religious; second, industrial; and third, intellectual. An ideal public-school system for the Southern negroes for many generations to come would be a system under the operation of which each schoolhouse would be devoted to the religious instruction of the colored pupils, with a sufficient amount of industrial training to impart habits of industry, and a sufficient amount of intellectual training to facilitate the inculcation of the religious teachings. As far as possible the public-school system should be made supervisory of the moral life of the pupils; it should take the place of the parental authority, which is so much relaxed, now that the watchful eye and firm support of the slaveholders have been withdrawn. (P. A. Bruce.)

⁴ One of the discouraging features in the character of the young Southern negro is that apparently he has inherited but a small share of the steadiness and industry which were acquired under compulsion by his fathers. I am referring now to the young negro to be found in the agricultural communities. He is in a marked degree inferior to the former slave in agricultural knowledge and manipulating skill, for the very simple reason that his employer is unable to enforce the rigid attention to all the details of work which he would do if the young negro were his property. (P. A. Bruce.)

Dr. Harris seems to me to overestimate the value of the slave's experience in developing the habits of punctuality and obedience in descendants who were never slaves. I fear that the result is far other; that in the descendants of the slave there is an inherited disposition to be disobedient to law as a proof of the newly acquired freedom. (Anon.)

⁵ There is need of the inculcation and of the adoption in home life, in daily conduct, of sounder principles of economy and of consumption. What to eat, what to wear, how to cook, how to provide and preserve home conveniences and comforts, how to lay by for a rainy day, must be inculcated, ingrained, and become a habit. In other days the African slave was cared for from cradle to coffin, and literally took no thought for the morrow. Comparatively few negroes now living were ever slaves, but the habits of servitude have been transmitted. (J. L. M. Curry.)

ment of the postal savings institution would be a blessing to both races.¹ We know, indeed, that the poor white in the North is chiefly in need of the thrift that has a habit of hoarding—that is, the habit of saving something from its weekly pittance, no matter how small.

The introduction of manufacturing industries throughout the South is favorable to the rise of the poor white from his poverty. In the early days of cotton manufacture in New England, the unthrifty white people, who hitherto had lived in cottages or hovels near the large farms, removed to the villages that were springing up near water privileges. They learned how to "work in the mill," all the members of the family, from the oldest to the youngest, and the aggregate wages was wealth compared with what they had known before. In fact, they earned more than the well-to-do farmers in whose service they had formerly labored. The children now earned more wages than the parents had earned before. The work on the farm was varied and intermittent, depending upon the season. Plowing, planting, weeding, haying, harvesting, thrashing, marketing, wood-cutting, etc., are regulated by the farmer's calendar. There are rainy days, when the day laborer loses his hire; and, besides these, there are intervals between the season of one species of work and that of the next, in which no employment is offered him by the farm proprietor. If he had thrift he would find work of some kind for himself at home; he would save money and own his house. But thrift he does not possess. Hence, what he earns in the days of the working season is prodigally expended while it lasts, and the days of idleness after harvest are days of want in the household. The children are educated in the same habits of unthrift.

The rise of manufactures² and the removal of the ill-to-do families from the farm to the mill put an end to the periodic alternation of want and plenty in the house. Plenty now prevails, but does not generate thrift, for there is less occasion for it. The week's wages may be expended as fast as earned, thanks to the demoralizing institution of credit at the grocery kept by the proprietors of the mill. But, notwithstanding this drawback, there is more self-respect on the part of the children, who now have the consciousness that they earn their living. Manufactures and commerce bring about urban life as contrasted with rural life. The village grows into the city; the railroad carries the daily newspaper from the metropolis to the suburbs and to all towns on its line, and thus extends urban life indefinitely.

The difference between these two orders of life, the urban and rural, is quite important, and its discussion affords us an insight into a process going on rapidly throughout the South. The old régime of the large farm, with its cordon of dependent families, rendered possible a sort of patriarchal constitution. The farm proprietor, in the North as well as in the South, wielded great power over the unthrifty families of day laborers who lived near him. He helped them do their thinking, as he mingled with them in the daily work. He was called upon to assist whenever their unthrift pinched them. His intellect and will in a measure supplanted the native intellect and will of his hired laborers, not merely in directing their work on his farm, but also in their private matters, it being their habit to consult him. The farm proprietor thus furnished a sort of substantial will power that governed his small community as the head of a family governs his.

This semi-patriarchal rule which exists in the exclusively agricultural community produces its own peculiar form of ethical life. The head of the farm, who does the thinking and willing for the others in all matters that are not fixed by routine, so penetrates their lives that he exercises a moral restraint over them, holding them back from crime of all kinds. Such ethical influence is, however, of the lowest and most rudimentary character in the stage next above slavery. It presupposes a lack of individual self-determination in the persons thus controlled. They are obsessed, as it were, by his will and intellect, and fail to develop their own native capacities. He rules as a clan leader, and they are his henchmen. They are repressed and are not educated into a moral character of their own. There is little outward stimulus compelling them to exercise their independent choice. Hence agricultural communities are conservative, governed by custom and routine, taking up very slowly any new ideas.

The change to urban life through the intermediary step of village life breaks up

¹ Until the negro learns thrift he will never be a man, no matter what his scientific or industrial education may be; therefore postal savings banks are especially desirable, indeed necessary, for him. (*L. H. Blair.*)

² It is vain to look for manufactures in the South. Manufactures flourish only in a cool climate. Manufacturing has for years been diminishing in the South, press reports to the contrary notwithstanding. (*L. H. Blair.*)

The recent statistics of American cotton manufacture issued from the Census Office show that great strides have been made by the Southern States between 1880 and 1890. The amount of capital invested in that industry in the Southern group has advanced from \$21,976,713 to \$61,124,096; the number of hands employed has advanced from 20,827 to 41,481, and the value of the manufactured products has been raised from \$21,038,712 to \$46,971,503. This compares very favorably with the progress made by any other group of States within the same interval. (*J. S. Means, in the "Southern States" for March, 1893.*)

this patriarchal clanship, and cultivates in its place independence of opinion and action. The laborer in the "mill" recognizes his right to choose his employer and his place of labor, and exercises it to a far greater degree than the farm laborer. He migrates from village to village; in the city he has before him a bewildering variety of employers to choose from. The city employer does not act as patriarch, nor permit his laborers to approach him as head of a clan. The urban life protects the laborer from the obsessing influence of the employer, and throws a far greater weight of responsibility on the individual. Hence the urban life stimulates and develops independence of character.

In the case of the Southern slave there was none of this alternation between idleness and industry, plenty and want, that comes to the poor white at the North and South by reason of his freedom. But his will and intellect were obsessed more effectually because the slave could not be allowed the development of spontaneous, independent, self-activity. Since the civil war, however, the condition of the negro has changed, and in the agricultural region it now resembles more nearly the status above described as that of the poor white in rural in contradistinction from urban surroundings. Where the country is sparsely settled the proprietor farmer retains the dominant influence. Where the villages are getting numerous the tendency to independence manifests itself in a partial revolt from the patriarchal rule of the plantation, and the struggle leads naturally to an unpleasant state of affairs for all parties. But the urban factor in the problem is certain to gain the ascendancy, and we must see in the near future, with the increase of railroads and manufacturing centers, the progressive decadence of the patriarchal rule. The old system of social morality will perish, and a new one will take its place. In the formation of the new one the present danger lies.

If the negro separates entirely from the white classes so far as domestic relations are concerned, and forms his own independent family, he separates from the clan influence also, and loses the education of the white master's family in manners.¹ He loses, too, the education of the master's counsel and directing influence. Unless this is counterbalanced by school education, it will produce degeneracy; for to remove the weight of authority is productive of good only when there has been a growth of individuality that demands a larger sphere of free activity. In case of entering upon village life and mechanical industries greater freedom from authority is demanded, and its effects are healthful; but with the isolated life on the plantation the opposite holds.

The remedy for evils incident to these changes is, as before said, school education, provided it is inclusive enough to furnish industrial and moral as well as intellectual training.

Education, intellectual and moral, is the only means yet discovered that is always sure to help people to help themselves. Any other species of aid may enervate the beneficiary, and lead to a habit of dependence on outside help. But intellectual and moral education develops self-respect, fertility of resources, knowledge of human nature, and aspiration for a better condition in life. It produces that divine discontent which goads on the individual, and will not let him rest.²

How does the school produce this important result? In what way can it give to the negro a solid basis for character and accomplishments? The school has undertaken to perform two quite different and opposite educational functions. The first produces intellectual training, and the second the training of the will.

The school, for its intellectual function, causes the pupil to learn certain arts, such as reading and writing, which make possible communication with one's fellow-men, and impart certain rudimentary insights or general elementary ideas with which practical thinking may be done, and the pupil be set on the way to comprehend

¹ The increasing isolation of the negro of the South from the whites is, so far as his own advancement is concerned, the most significant fact connected with his present condition. In one point only does he come in contact with the white man, and that is in the formal relation of employed to employer. The negro and the white man are driven into this relation of necessity. In their social spheres they are as wide apart as if they inhabited different countries. They have separate churches and separate schools, and it is only a question of time for them to have, in all parts of the South, separate public conveyances. The two races resemble two great streams that flow side by side, never commingling nor converging. There is no disposition to unite. On the contrary, the tendency is to sverve still further apart. This is a fact of supreme importance in its bearing upon the prospects of the negro race in the South, for that race is essentially imitative and adaptive in its character, showing a parasitic loyalty to its environment. In a state of servitude, the negro was disciplined into a fixed and industrious life by the regulations of the system which enslaved him; he was improved in manners and elevated in his general conceptions by his daily association with the individuals of a superior white caste. This semi-military discipline of slavery is gone, and no social or personal tie now unites the home of the negro with that of the white man. (*P. A. Bruce.*)

² Self-respect is near akin to self-support. Any one who has lived in a foreign land where class distinctions prevail knows how ineffaceable is deference to rank, sometimes approaching servility. The negro seems to assume, to feel, to act on, his inferiority. The action of the Government, of party managers, of religious organizations, of givers of pecuniary aid, of administrators of charitable benefactions, has tended to make him look to and rely upon Hercules. Slavery subordinated will, repressed intelligence, did not cultivate individuality or self-determination, and what is needed for the African is a strengthening at weak points so as to build up self-reliant character. (*J. L. M. Curry.*)

his environment of nature, and of humanity and history. There is taught in the humblest of schools something of arithmetic, the science and arts of numbers, by whose aid material nature is divided and combined—the most practical of all knowledge of nature because it relates to the fundamental conditions of the existence of nature, the quantitative structure of time and space themselves. A little geography, also, is taught; the pupil acquires the idea of the interrelation of each locality with every other. Each place produces something for the world-market, and in return it receives numerous commodities of useful and ornamental articles for food, clothing, and shelter. The great cosmopolitan idea of the human race and its unity of interests is born of geography, and even the smattering of it which the poorly taught pupil gets enwraps this great general idea, which is fertile and productive, a veritable knowledge of power from the start.

All school studies, moreover, deal with language, the embodiment of the reason, not of the individual, but of the Anglo-Saxon stock or people. The most elementary language study begins by isolating the words of a sentence, and making the pupil conscious of their separate articulation, spelling, and meaning. The savage does not quite arrive at a consciousness of the separate words of the language, but knows only whole sentences. All inflected languages preserve for us their primitive form of language consciousness, the inflections being the addition (to the roots or stems) of various subjective or pronominal elements necessary to give definiteness of application. The Turanic languages are called "agglutinative," because the power of analytic thinking has not proceeded so far as to differentiate the parts of speech fully. Every sentence is as it were some form of a conjugation of its verb.

Now, the steps of becoming conscious of words as words involved in writing and spelling, and in making out the meaning, and, finally, in the study of grammatical distinctions between the parts of speech, bring to the pupil a power of abstraction, a power of discriminating form from contents, substance from accidents, activity from passivity, subjective from objective, which makes him a thinker. For thinking depends on the mastery of categories, the ability to analyze a subject and get at its essential elements and see their necessary relations. The people who are taught to analyze their speech into words have a constant elementary training through life that makes them reflective and analytic as compared with a totally illiterate people.

This explains to some degree the effect upon a lower race of adopting the language of a higher race. It brings up into consciousness, by furnishing exact expressions for them, complicated series of ideas which remain sunk below the mental horizon of the savage. It enables the rudimentary intelligence to ascend from the thought of isolated things to the thought of their relations and interdependencies.

The school teaches also literature, and trains the pupil to read by setting him lessons consisting of extracts from literary works of art. These are selected for their intensity, and for their peculiar merits in expressing situations of the soul brought about by external or internal circumstances. Language itself contains the categories of thought, and the study of grammatical structure makes one conscious of phrases of ideas which flit past without notice in the mind of the illiterate person. Literary genius invents modes of utterance for feelings and thoughts that were hitherto below the surface of consciousness. It brings them above its level, and makes them forever after conscious and articulate. Especially in the realm of ethical and religious ideas, the thoughts that furnish the regulative forms for living and acting, literature is preëminent for its usefulness. Literature may be said, therefore, to reveal human nature. Its very elementary study in school makes the pupil acquainted with a hundred or more pieces of literary art, expressing for him with felicity his rarer and higher moods of feeling and thought. When, in mature age, we look back over our lives and recall to mind the influence that our schooldays brought us, the time spent over the school readers seems quite naturally to have been the most valuable part of our education. Our thoughts on the conduct of life have been stimulated by it, and this ethical knowledge is of all knowledge the nearest related to self-preservation.

The school, even in its least efficient form, does something on these lines of intellectual insight. For the most fruitful part of all intellectual education is the acquisition of the general outline and the basal idea—the categories, so to speak, of the provinces of human learning. This intellectual part of school education could not well be more accurately directed to aid the cause of civilization. For the kind of knowledge and mental discipline that conserves civil life is the knowledge that gives an insight into the dependence of the individual upon society. The school is busied with giving the pupil a knowledge of the conditions of physical nature and human nature; the former in mathematical study, the latter in language study.

The school also educates the will through its discipline. It demands of the pupil that he shall be obedient to the rules of order, and adopt habits that make it possible to combine with one's fellows. The school is a small community, in which many immature wills are combined in such a way as to prevent one from standing in the way of another, while each helps all and all help each. For the pupil learns more

by seeing the efforts of his fellows at mastering the lesson than he does by hearing the teacher's explanations. In order to secure concert of action, the semimechanical moral habits of regularity, punctuality, silence, and industry are insisted on. Moral education is not accomplished by lectures on morals so much as by a strict training in moral habits. The American school is proverbially strict in the matter of these semimechanical moral habits. They constitute the basis of self-control as related to combination with one's fellows. Leave out punctuality and regularity, and no combination is practicable; leave out silence and industry, and the school work is not possible. Without industry and abstention from meddlesomeness (and this is the equivalent of silence in the school) there can be no combination in civil society at large. The school secures peaceful coöperation, repressing the natural quarrelsomeness that exists among boys who are strangers to one another, and insuring civil behavior. Good behavior is the general term that characterizes the ideal aimed at by the school in the matter of will-training. A mastery of the "conventionalities of intelligence," as the "three R's" are called by a thoughtful observer, characterizes in like manner the ideal of its intellectual training.

From these considerations we can see how the common school may work, and does necessarily work, to civilize the intellect and will of the child, and how it must affect any lower race struggling to master the elements of civilization. For this scholastic training gives one the power to comprehend the springs of action that move the races which possess the directive power, and thus he can govern himself. It enables the pupil to see the properties and adaptabilities of material things, and he can subdue nature and convert things into wealth.

Here is the ground for the addition of industrial training to the traditional course of study in the common schools. The negro must learn to manage machinery, and make himself useful to the community in which he lives by becoming a skilled laborer.¹ Every physical peculiarity may be converted by the cunning of intellect into some knack or aptitude which gives its possessor an advantage in productive industry. But the skill to use tools and direct machinery is a superior gift. Invention is fast discounting the value of special gifts of manual dexterity. Science is the seedcorn, while artisan skill—yes, even art itself—is only the baked bread.

The first step above brute instinct takes place when man looks beyond things as he sees them existing before him, and begins to consider their possibilities; he adds to his external seeing an internal seeing. The world assumes a new aspect; each object appears to be of larger scope than in its present existence, for there is a sphere of possibility environing it—a sphere which the sharpest animal eyes of lynx or eagle can not see, but which man, endowed with this new faculty of inward sight, perceives at once. To this insight into possibilities there loom up uses and adaptations, transformations, and combinations, in a long series, stretching into the infinite behind each finite real thing. The bodily eye sees the real objects, but can not see the infinite trails; they are invisible except to the inward eye of the mind.

What we call directive power on the part of man, his combining and organizing capacity, all rests on this ability to see beyond the real things before the senses to the ideal possibilities invisible to the brute. The more clearly man sees these ideals, the more perfectly he can construct for his behoof another set of conditions than those in which he finds himself.

The school, in so far as it gives intellectual education, aids the pupil by science and literature. Science collects about each subject all its phases of existence under different conditions; it teaches the student to look at a thing as a whole, and see in it not only what is visible before his senses, but also what is invisible—what is not realized, but remains dormant or potential. The scientifically educated laborer, therefore, is of a higher type than the mere "hand laborer," because he has learned to see in each thing its possibilities. He sees each thing in the perspective of its history. Here, then, in the educated laborer, we have a hand belonging to a brain that directs or that can intelligently comprehend a detailed statement of an ideal to be worked out. The laborer and the overseer, or "boss," are united in one man. Hence it is that the productive power of the educated laborer is so great.

The school may indefinitely reinforce the effect of this general education by adding manual training and other industrial branches, taking care to make the instruction

¹ It is well to understand clearly the formidable character of the obstacles which the negromechanic will be called upon to overcome before he can acquire, in the mechanical trades, any substantial advantage from the prosperity which may surround him. In the first place, he will encounter race prejudice; employers will prefer mechanics of their own race, if other conditions are equal. Then he will have to submit to the stress of modern competition. The skilled white mechanic protects himself by his trade union; into that he is not likely to admit the negro mechanic. If the skilled negro mechanics form their own trade unions, the superiority of the members must be of the most striking character to create a preponderating influence in their favor in the mind of the employer, who naturally leans towards individuals of his own race. Let the negro unions work at cheaper rates and the white mechanics be forced to come down to the same wages, the former would at once be exposed to those destructive conditions to which I have referred. These are the influences that diminish the prospect of the negro taking an active part in the manufacturing development of the South, except in those branches of labor which are distinctly below such as require special skill and training. (*P. A. Bruce.*)

scientific; for it is science that gives scope and power of adaptation to new conditions. The instrument of modern civilization is the labor-saving machine. The negro can not share in the white man's freedom unless he can learn to manage machinery. Nothing but drudgery remains for a race that can not understand applied science. The productive power of a race that works only with its hands is so small that only one in the hundred can live in the enjoyment of the comforts of life. The nations that have conquered nature by the aid of machinery can afford luxury for large classes. In Great Britain,¹ for example, 30 per cent of the families enjoy incomes of \$1,000 and upwards per annum, while the 70 per cent, constituting the so-called "working classes," have an average of \$485 to each family. When we consider how much this will buy in England, we see that the common laborer of to-day is better off for real comforts than the nobleman of three hundred years ago. In France, 76 per cent, including the working classes, receive \$395 per family, while the 24 per cent, including the wealthy, get an average of \$1,300 and upwards. But in Italy the income returns show (in 1881) only 8,500 families with incomes above \$1,000, while more than 98 per cent of the population average less than \$300 for each family.² Agriculture without manufactures and commerce can not furnish wealth for a large fraction of the people. But with diversity of industry there is opportunity for many, and will be finally for all. The increased use of machinery multiplies wealth, so that production doubles twice as often as the population in the United States.

This is the significance of manual training in our schools. The youth learns how to shape wood and iron into machines, and thus how to construct and manage machines. The hand worker is to be turned into a brain worker; for the machine does the work of the hand, but requires a brain to direct it. Human productive industry needs more and more directive power, but less and less mere sleight of hand. The negro, educated in manual training, will find himself at home in a civilization which is accumulating invention of all sorts and descriptions to perform the work necessary to supply the people with food, clothing, and shelter at so cheap a rate as to have a large surplus of income to purchase the means of luxury, amusement, and culture.

The friends of the education of the negro, North and South, have seen the importance of providing industrial education for him. So long as he can work only at the cultivation of staple crops he can not become a salutary element in the social whole.³ When he acquires skill in mechanical industries his presence in the community is valued and his person respected. Many colored institutions have been founded for the special promotion of skill in the arts and trades, and nearly all of the higher institutions have undertaken to provide some facilities for industrial education. * * *

With the growing isolation of the negro in his state of freedom comes the necessity of a well educated clergy⁴ to counteract an increasing tendency to relapse into fetishism and magic and all manner of degrading superstitious. The profession of Christianity in empty words does not avail anything, and the practical interpretation of those words by means of the ideas of fetishism secures and confirms the lowest status of savagery. The more highly educated the colored clergy, the more closely are the masses of the people brought into intelligent sympathy with the aspirations and endeavors of the white race with whom they live. For it is not the abstract dogma that gives vital religion, important though it be as a symbol of the highest. It is the correct interpretation of that dogma in terms of concrete vital issues which make it a living faith. One must be able to see the present world and its Sphinx riddles solved by the high doctrines of his creed, or he does not possess a "saving faith." The preacher who can not, for his illiteracy, see the hand of Providence in the instruments of modern civilization—in the steamship, the railroad, the telegraph, the morning newspaper, the popular novel, the labor-saving machine, the investigations in natural science—is not likely to be of much help in building up a

¹ See Mulhall's Dictionary of Statistics (new edition, 1890-'91), pages 320-322. (W. T. H.)

² The English laborer has a greater income than the Italian, because England is the common manufacturer for Italy. Southern climates, whether occupied by negroes or Caucasians, are fatal to the rigorous demands of scientific industry. (L. H. Blair.)

³ As yet public sentiment confines him principally to agricultural or other similarly unremunerative employments. (L. H. Blair.)

⁴ The improvement of the character of the negro preachers is even more important than the improvement of the character of the negro teachers; but it is an end more difficult to reach, because the preachers can not be selected like the teachers after submission to an ordeal that tests their fitness for the positions to be filled. As a rule, the present spiritual guides of the Southern negroes are self-appointed. The most feasible plan for promoting this improvement of character seems to be the establishment of a large number of seminaries, to be controlled absolutely by the white religious denominations, in which the general system of instruction now pursued in the normal institutes, with religious courses predominating, shall be employed for the education of the students. A second Peabody or Slater, instead of leaving a large fund for the advancement of the usefulness of the normal schools for the Southern negroes, should set aside the same amount for establishing new seminaries for the education of negro preachers or enlarging the scope and improving the methods of those already in existence. (P. A. Bruce.)

new civilization, although he may, it is true, administer consolation to souls world-sick and weary.¹

The Christian religion, as interpreted by the modern spirit, means not only the preparation for death, but, more than this, a preparation for living. The true missionary spirit is thoroughly of this character. It bids each human being help his brother in all ways that may secure his self-help. Hence the conquest of nature, first by means of natural science, and secondly by means of useful inventions, to the end that man may be lifted forever above a life of drudgery into a life of intelligent, directive power, where brains count more than hands—this conquest is demanded by religion as a preliminary missionary movement.

The labors in social science directed to the end of discovering the best means of administering charity so that it may create activity and enterprise rather than demoralize society's weaklings; the improvement of tenement houses, hygienic precautions, public parks, and innocent amusements, all that goes to increase the interest of man in his fellow men, and especially all that goes to lift the burden from childhood—the burden that is premature and causes arrested development, stunting the soul in its growth—these are Christian instrumentalities, and are seen to be such by an educated clergy. But an illiterate clergy condemns them as works of Antichrist, because it can not see the spirit of the doctrines which it preaches. It sounds like a paradox to say that the illiterate is bound by the letter and can not see the spirit, but it is true.

It is quite important that the higher education of the negro should include Latin and Greek. The Anglo-Saxon civilization in which he lives is a derivative one, receiving one of its factors from Rome and the other from Athens. The white youth is obliged to study the classic languages in order to become conscious of these two derivative elements in his life, and it is equally important for the colored youth. A "liberal" education by classic study gives to the youth some acquaintance with his spiritual embryology. * * *

It is clear, from the above considerations, that money expended for the secondary and higher education of the negro accomplishes far more for him than similar expenditures accomplish for the white people. It is seed sown where it brings forth a hundred fold,² because each one of the pupils of these higher institutions is a center of diffusion of superior methods and refining influences among an imitative and impressionable race. State and national aid as well as private bequest should take this direction first. There should be no gifts or bequests for common elementary instruction; this should be left to the common schools, and all outside aid should be concentrated on the secondary and higher instruction, inclusive of industrial education. * * *

The three symbols of our most advanced civilization are the railroad, the morning newspaper, and the school. The rural population everywhere is backward in its sympathies for these "moderns." The good school is the instrumentality which must precede in order to create this sympathy. But the good school will not spring up of itself in the agricultural community. It must be provided for by the urban influence of the State and nation. By judicious distribution of general funds, coupled with provisions requiring local taxation as a condition of sharing in these funds, even the rural districts may be brought up to the standard. The State as a whole gains in wealth and in the priceless increase of individual ability by education.

It was revealed by the census of 1880 that the colored race furnished a disproportionate share of illiterates even in the Northern and Pacific groups of States. In the Northern group the percentage of colored illiterates was nearly five times as large as the percentage of white illiterates—16 per cent for the colored and 3½ per cent for the white. In the Pacific group the same disproportion prevailed. In the Southern section of the colored population of the ages 15 to 20 years the illiterates amounted to 67 per cent, while the white illiterates were only 17 per cent of their quota; colored illiterates from 10 to 14 were 70 per cent and the white 30 per cent of their respective quotas.

The illiterate person is apt to be intolerant and full of race prejudice, and to this cause we may attribute the larger portion of the feuds³ between the races wherever they have existed in the South. But the worst feature of illiteracy is to be

¹ One of the chief drawbacks to higher civilization in the negro race is the exceeding difficulty of giving a predominant ethical character to his religion. In the black belt religion and virtue are often considered as distinct and separable things. The moral element, good character, is eliminated from the essential ingredients of Christianity, and good citizenship, womanliness, truth, chastity, honesty, cleanliness, trustworthiness, are not always of the essence of religious obligation. An intelligent, pious, courageous ministry is indispensable to any hopeful attempt to lift up the negro race. (J. L. M. Curry.)

² The wisest course to pursue at present is to employ every means to widen the scope and perfect the methods of the normal schools for the negroes. The Hampton Institute represents in an eminent degree the true principle to be applied in this age to their improvement through the public school, that principle being embodied in the careful selection of the best material which the race affords for instructors of the young. (P. A. Bruce.)

³ The feuds spring almost wholly from the enmity of the whites. The negroes generally stand for the lamb drinking below and muddying the stream above. (L. H. Blair.)

found in the fact that it is impenetrable to the influence of the newspaper. Enlightened public opinion depends so much on the daily newspaper that it is not possible without it; and lacking this, an ideal self-government is not to be thought of.

The most advanced form of government is that by public opinion. This is essentially a newspaper form of government. The extension of the railroad system into all parts of the South will carry the urban influence to the towns and villages, every station being a radiating center for the daily newspapers of the metropolis. The education that comes from the daily survey of the events of the world, and a deliberate consideration of the opinions and verdicts editorially written in view of these events, is a supplement or extension of the school. It takes the place of the village gossip which once furnished the mental food for the vast majority. School education makes possible this participation in the world process of thought by means of the printed page. The book and periodical come to the individual, and prevent the mental paralysis or arrested development that used to succeed the school days of the rural population.

With the colored people all educated in schools and become a reading people interested in the daily newspaper; with all forms of industrial training accessible to them, and the opportunity so improved that every form of mechanical and manufacturing skill has its quota of colored working men and women; with a colored ministry educated in a Christian theology interpreted in the missionary spirit, and finding its auxiliaries in modern science and modern literature—with these educational essentials, the negro problem for the South will be solved without recourse to violent measures of any kind, whether migration or disfranchisement or ostracism.¹ Mutual respect for moral and intellectual character, for useful talents and industry, will surely not lead to miscegenation, but only to what is desirable, namely, to civil and political recognition.

Susceptibility of the negro to advancement.—Prof. H. Clay Armstrong, jr. (Alabama): We have but to look at his condition to-day and the illustrious examples of negro achievement in individual instances and compare these with the barbarian of two hundred and fifty years ago and less, or even twenty-five years ago, to convince us that chopping cotton is not the limit of negro capability. * * * In fact there are dangers that in some sections of the South the negroes may win in the race for educational advancement. They are worshipful of intellect, and ambitious, you may say, as a race, and especially so in some communities; fond of exhibit, perfectly able and willing to live scantily and send their children to school when their white neighbor would think it necessary to have his sons to help him maintain his more pretentious standard of life; perfect children in their love of approbation; with these characteristics we need never fear that the negro will lose the effects of all our educational efforts for him. We had rather fear that the result of the race between the negro and the plebeian class that now, as noticeably as before the war, stand between the slave owner and the former slave will be victory for the negro.

Race characteristics of the negro.—Dr. J. T. Scarey, in an address before the Alabama Educational Association: In the acquiring department, as exhibited on the plantations and in the schools, negroes are very apt up to a certain age—when they begin to reach adult life. In the plays of childhood and in the acquisitions of the primary schools, the negro children show abilities which compare very favorably, and taken as criteria of mental abilities to come they are often misleading. The negro children who show the same acquiring abilities in childhood, fall further and further behind, as a rule, as the activities incident to adult life come into play. They fall behind then in acquiring abilities, further behind in judgment and reason, and still further behind in tenacity of purpose and decision of character. Such differences come into strong relief as age advances, and as the tests of competitive life bring them into view. I believe it is very evident that the more advanced the type of race, the later in life do brain capacities ripen, or fully mature. This is another point in which individuals in the same race differ, and one in which races differ.

These facts all contribute to explain the manifold disappointments of those enthusiastic friends, who in the past twenty-five years rushed into the field, filled with the wildest expectations, believing, on the basis of old-fashioned philosophy, that all that is necessary in his case is to give him instruction and education, when he would stand out in all the capacities of the highest manhood, fully able to hold his

¹Freedom itself is educatory. The energy of representative institutions is a valuable schoolmaster. To control one's labor, to enjoy the earnings of it, to make contracts freely, to have the right of locomotion and change of residence and business, have a helpful influence on manhood. These concrete and intelligible acts affect the negro far more than abstract speculations, or effusive sentiment, or the low processes of remote and combined causes. They require prompt and spontaneous action, and one learns from personal experience that he is a constituent member of society. Unquestionably, he sometimes makes ludicrous mistakes, is guilty of offensive self-assertion, but despite these errors there is perceptible and hopeful progress. (J. L. M. C.)

own in the competitions of the European society which surrounds him. I have been showing that such ideas are often a delusion as regards the children of European parents, and it is the most natural of all facts that it should be the case with the African children.

The philanthropists of the past have held these ideas to their practical disappointment in a great many cases as regards the civilization of the so-called heathen races.

They have thought that all that is necessary, in their several cases, is that some one shall be sent to instruct them in the ways of the civilization of the advanced races of Europe, when they would be equally as capable. The history of such work all over the world has shown that the races civilize just to the level of their several inherent abilities, and afterwards maintain civilization in accordance with their capacities. The ethnologist could almost anticipate the degree of the success of the missionary by a study of the type and lineage of the race, and by giving an opinion on their inherent mental abilities. * * *

I have said that no race or people is uniform in membership. There are some notable exceptions to the general average among the negroes, which can be accounted for on natural principles. There are higher and lower grades among the negroes, because there were to some extent differences among them when first imported and, secondly, to their forced artificial culture and improvement during their servitude; thirdly, to causes known nowadays as natural and sexual selection, and, fourthly, to miscegenation. These causes have produced some lines among them pointing towards excellent ability to compete, safety, and survival, but the very large majority hold the level, in the European society that surrounds them, of the classes pointing towards elimination. In intellectual and in ethical abilities they occupy the ranks of the eliminating classes as a rule.

Like all such classes of men, white or black, the negro does not bear success well. Acquisition of property, more rapidly than among the whites, begets at once inactivity and idleness, and consequent rapid deterioration of line. The children of fortunate parents among them, by reason of idle deterioration of ability, rapidly lose their property, and when in some lines examples of excellent intellectual abilities are shown, because it is exceptional in the course, the next generation seldom show it.

Time and the same natural processes that are of universal application over the whole world, by which races have risen into excellence and again fallen into decadence, prevail among the negroes as well, notwithstanding sympathy and sentiment have endeavored to show their case as an exceptional one. There is abundant latitude in this country for the negro, as well as everybody else, to help himself. Self-help improves. Strength and accomplishment come only by practice and exercise. The auto-activity of the line of descent alone gives permanency to capacity, and it can not be donated, it can only be acquired.

Progress of the negro.—Samuel J. Barrows (Boston): My recent trip through the South covered about 3,500 miles. It led me through portions of Virginia, the Carolinas, Georgia, Alabama, Mississippi, Louisiana, Tennessee, and Kentucky. I spent proportionately more time in the black belt. I visited the great centers and went through the agricultural districts. I paid special attention to social, industrial, and educational conditions. One question was constantly before me: What is the result of twenty-five years of freedom? Four lines of inquiry were constantly pursued: What is the negro doing for himself? What is the white man doing for him? How are the two races getting on together? What is the negro's view of the situation?

Industrially.—There were many who predicted that, when freedom came, Uncle Ned, in the spirit of the old song, would "lay down de shobel and de hoe;" but Uncle Ned did nothing of the kind. He took a firmer grip upon it, and advertised for a situation. He did not have to go far to seek one. His old master was the very one who wanted him. I was impressed in the South with the general fact that the negro had remained pretty much where the war left him. He was at first only a farm laborer. Many have since become farm renters, and others are on the way to become farm owners. The economic conditions are hard. The negro is handicapped by the mortgage system, or the lien upon the crop. He buys his goods on time. The time price is twice as high as the cash price. He pays exorbitant rates of interest, and heavy commissions for freightage, storage, etc. Zaccheus still exists, but it is the colored man who is up the tree. Yet there are thousands of negroes who have shown that they can break from this commercial bondage. In the mechanical trades, in commercial life, in the professions, the doors stand open to them, and they are entering into them. There is a new stimulus to inventive genius.

Socially.—It is possible to see the negro in all stages of social evolution. In the black belt you find the one-roomed cabin without windows; but cabins with one window, or two windows, with two rooms instead of one room, are becoming more common in the agricultural districts. Home-buying is rapidly going on. There is

a steady accumulation of property. Social refinements are increasing with the better environment. Gradually a prosperous and moneyed class is rising. The love of color and the love of music, two fine tastes of the negro, may be expected to become important factors in his development.

Educationally.—The interest of the negroes in education is immense. They have discovered that it is the ladder on which they must rise. Both children and parents are making great sacrifices to secure it. They are not only availing themselves of the primary schools, but are supplementing the school fund and establishing and supporting higher schools. The enrollment of colored children in schools has immensely increased. In some districts they literally fill the doors and windows of the schoolhouses. Their capacity for higher education has been demonstrated. A new interest in industrial education is exhibited.

Religion.—The negro has always been marked by strong religious feeling. It has found expression mainly in emotional forms. His religion has been marked by voodooism and other superstitions. With his growth in education, he is breaking away from these. There is a marked difference between the rising generation and their parents in this respect. In the cities, especially, the extravagant emotionalism that characterized the slave days is much less frequently found.

Ethically.—Before the war the negro had no rights of property. He therefore could have little conception of what rights pertained to property. With the acquisition of property he is learning the difference between mine and thine. The family relation was not respected. There is still a great work to be done in elevating the moral standard of the colored race, but a gain is evident. Too much dependence must not be placed upon criminal statistics. A great many negroes are put into prison or the chain gang who do not belong there. The fault is more with the system and its administration than with the offender. Indeed, the prison system of the South, both as relates to white and colored people, greatly needs reformation.

Coöperative tendencies.—The negro has had to learn how to organize. The growth of building associations, benevolent associations, banks, and, in a few cases of coöperative organizations, illustrates the development of the organic spirit.

What is the white man doing for him? I have spoken of what the negro is doing for himself, but a chapter might be written also on what the white man is doing for him. Statistics will show how large a sum proportionately to their means the white people are paying for the education of the negro. The Southern whites of the better class recognize the fact that the colored man must be educated. This sentiment is finding fresh expression in educational, religious, and political gatherings. Many instances might be given of the individual generosity and helpfulness of Southern whites toward their colored neighbors. I simply wish to recognize in a general way the kindly, helpful, and sympathetic spirit which the better class of Southern white people exhibit toward the education and development of the negro.

My third question, How are the two races getting on together? will, perhaps, be sufficiently answered in the fourth, What is the negro's view of the situation?

In going through the South I was greatly interested to find what the average negro and the great mass of colored people, educated and uneducated, think of the situation. I visited the centers of negro population and sought the testimony of their acknowledged leaders in social, industrial, and political matters. What impressed me in these conferences was the cheerful, manly tone of the students when they gave their own opinions. Their grievances were the last thing they spoke of. In one respect their testimony was nearly unanimous—that the colored people can do more to settle the negro problem than the white people can do for them.

Another fact seems equally evident to the negro and to the intelligent white man. It is that the problem, such as it is, is to be settled in the South. The negro is there, and means to stay there; and the white man means to have him there. The problem can not be shifted by emigration or any other device; first, because the negro is taking root just where he is; and, secondly, because the white man is rooted alongside of him. A colored man in Alabama said: "If a colored man knows how to use his muscle, I think he can do as well in Montgomery as in any other place." Another said: "In regard to living in the South, I think if a man has a trade he can get along there as well as anywhere else. He can do better than in some places." Another man from Georgia said: "A good point in the South is that all trades are open to colored people. They do not seem to be shut out of any. My brother is a carpenter, and he builds as many houses for whites as for colored. I have just received a letter," he said, "from my brother, saying that he had bought a white man's home place. The white men are going to the cities, and the colored men are buying their property." The same man from Georgia said: "I do not think our condition in the South is so bad. Under the circumstances, I think it is very good. The prospects of the colored man in the South are better than in the North. It is for him to come up, and show himself worthy of what he has got." Similar testimony was given by a colored lawyer in Baltimore:

"My belief is that the best avenue for the colored man is in the South. In the North he gets a better show for civil privilege, but in the South he gets a better chance to accumulate something." This man was born in Virginia. In a public address he said: "The best friends of the colored man are at the South. The colored people are not among the Northern people in sufficient numbers for them to line a policy in regard to them. Baltimore is a city intensely Southern in sentiment, but this city offers every opportunity that the white man has. I have almost as much white practice as colored practice. We find members of all the learned professions to be of the better class of people. If they meet a man, they expect him to be up to his profession. If they are going to meet him on equal grounds, they expect him to be equal to them. I do not ask anything for the colored man except an equal opportunity with the white man; and then, if he can not keep up, let him take a back seat." Such testimony might be multiplied. It is the testimony of the colored people on the ladder, the men who have climbed and the men who are climbing.

The colored man is rapidly learning another lesson: That the dollar will buy not only food and clothing, but social position and influence. The colored preacher does not now often preach that "the love of money is the root of all evil."

Avenues of employment.—Rev. J. Braden, president of Central Tennessee College, Nashville, at Colored Educators' Convention, December, 1891: To the query, What can the highly educated colored man do? What places of honor, trust, responsibility are or will be opened to him? We answer that we need not cross a river till we reach it, nor climb a mountain till it is in our path. Let us give the white people a little credit for the usual amount of common sense and common selfishness which belong to our common humanity. In the days of slavery they knew how to avail themselves of our labors, of our skill as mechanics. They took some pleasure in employing us because we could do the work they wanted done. They found that we could clear and plow their plantations, and they let us do it. We could cook their food, wash their clothes, nurse their children, and we did it. They found we could mend their plows, shoe their horses, make their wagons, build their fences, their pens, their stables, and even their houses, and they let us do it. They found that we were good to black shoes, brush their clothes, wait on table, drive their carriages, and they let us do it.

As freedmen they have been equally as willing to employ us in all these avocations. They have done more. They have let us work their land as renters, work on shares, paying for rent often as much as the land was worth. Sometimes we have come out a little ahead, but more frequently behind. But what is that when we have been trusted with the responsibility of managing a plantation in our own way? We have bossed the job, and have nobody to blame, perhaps, but ourselves, the man who weighed the cotton, and the merchant who sold us the corn meal and bacon. But they have done more than this; they have taxed themselves to build school-houses for us, and have actually put thousands of us in these schoolhouses as teachers of our own children. They have done more; they have permitted us to educate many of our young men in medicine on this sacred southern soil, and have licensed them to practice medicine without limiting that practice, by law, to colored people; they have turned these colored M. D's loose in this southland to practice on patients who may choose to call on them, when needing medical aid.

They have admitted our young men to practice in all the courts of the country, and the gentlemanly, cultured, well-equipped lawyer who has the ability to command the respect of the bench and other members of the bar, has it, though he be black enough to be invisible. The white man has found it to his interest to use us as slaves, as servants, and to open the higher avenues of labor to us in the professions. If he has done all this for us, will he not use us in any capacity in which we can serve him, when we are prepared for it?

What cares the sick man for the color of the man whom he believes is most skillful in diagnosing his disease and prescribing the proper remedies? What cares the injured man, whose broken bones need the skill of the experienced surgeon, about the color of the hands that set the bones and give him back the use of his limbs? What does the dying man care about the color of the hand that ties an artery and saves his life? What does the man care for the color of the lawyer who wins his case, saves his home, and keeps his family from want? What the country is waiting for is white men or black who have developed to the utmost their intellectual power, who have schooled themselves to think soberly, deeply, righteously; who have convictions on the great, live questions of the day, and who have both the ability and courage to maintain these convictions.

Training schools.—Rev. J. E. Rankin: Schools of training for the African are especially needed, because no man will take him as an apprentice, and no man wants to work by his side as only his equal. This is one of the fangs of slavery which will be slow to come out. Here are 8,000,000 of people. Shall they not have the privi-

lege of building houses for themselves and for each other? Must the Anglo-Saxon insist upon the great industries as his monopoly? The problem which Afro-Americans have to solve is not really solved without that independence which can come only from a knowledge of handicrafts. Intellectual culture should go hand in hand with industrial training. The African ought to be supplied with men of his own color, competent to plan houses and build them, to take the lead in any of the trades. Thus, and thus only, can he stand alone; wherever you throw him he will land on his feet.

Need of colored dentists.—G. W. Hubbard, M. D., of Meharry Medical College, Nashville, Tenn.: It was formerly supposed that colored people seldom required the services of a dentist; however this may have been in the past, it certainly is not true now, and at the present time one or more well qualified colored dentists would be well patronized in every large city in the South; and as the people increase in intelligence and wealth they will realize more and more the importance of caring for and preserving their teeth. Owing to public sentiment the Southern white dentists can not, in many localities, treat colored patients, and they would gladly welcome well-educated colored dentists who could relieve them of this embarrassment.

Industrial excellences of the colored man.—Judge A. W. Tourgee, at the Mohonk Conference: So much has been said this morning about the industrial deficiencies of the colored people of the South that I have been greatly surprised at the omission of any reference to the other side of the question—their industrial excellences. I have always been less impressed with the industrial needs of the colored man than his industrial achievements. From 1865 until 1880 I had a peculiarly good opportunity for observing his qualities both as an agricultural and mechanical laborer, having first and last had some hundreds in my employ, and during much of the time each year travelling in different parts of the State in which I then lived. As a result of constant study of their conditions since emancipation, I do not hesitate to say that the colored people of the South have accomplished more in twenty-five years, from an industrial point of view, than any people on the face of the earth ever before achieved under anything like such unfavorable circumstances.

The manner in which they live and the things they do not do have been alluded to here as if they were racial qualities, and not fortuitous, resulting conditions. I was much impressed with the suggestions of more than one who has spoken as to what they should be taught to do, as if they were industrial babes. I would like to see any of their advisers give the colored man lessons in the management of a mule, or teach him to raise a crop of corn or cotton or tobacco, or work a bad hill-side at the South. In those forms of industry which they have had an opportunity to acquire, they have shown an aptitude and success which are simply amazing, when we consider their previous lack of opportunity to learn management, thrift, and economy. The Northern man is always prompt to criticise their agricultural methods, yet the Northern farmer who goes South and relies upon his own judgment and his own labor is very generally a failure.

Industrial education.—Gen. S. C. Armstrong: The main thing, then, in the industrial system is to open as widely and broadly as possible opportunities for agricultural, mechanical, and household industries, which shall provide Negro students means to support themselves and to develop character. Character is the foundation. The training that our pupils get is an endowment. An able-bodied student represents a capital of, perhaps, a thousand dollars. We propose to treble that. When they learn a trade they are worth threefold more in the labor market. Last Saturday I gave my final words to our graduating class. I said to those forty-five scholars: "How many of you can go out into the world and, if you can not get a school, how many can work in some line of industry and so support yourselves?" There was a roar. Every one said, "I can," and every one laughed. They go out into the world smiling at difficulties, happy in their pluck and purpose and skill.

CHAPTER XXVII.

CLASS INTERVALS IN CITY PUBLIC SCHOOLS.¹

Introductory sketch—Quotations showing the various arrangements of class intervals and the arguments therefor: (a) The short and irregular interval; (b) the short but regular interval; (c) the year-long interval—Condensed replies showing opinions as to long intervals—Statistics of class intervals in the several grades in 465 city school systems—List of cities in which short intervals prevail—Arrangement of class intervals in the several grades in 41 large cities.

INTRODUCTION.

The birth of the first graded school occurred in 1537, when Johann Sturm organized his famous school at Strasburg. His plan originally contemplated nine classes, corresponding with the nine years that pupils were expected to spend in his gymnasium, each class having its own teacher, its prescribed studies, examinations, and promotions, in very much the same way that our schools of to-day have. Sturm was one of the most celebrated schoolmasters of his day; and his methods were widely copied. The Jesuits adapted his system of organization to their needs, and their schools on this plan were established all over Europe and attained great popularity. The division into yearly classes in the modern German gymnasia and the French lycées undoubtedly has its origin in the same source.

The American graded school, however, is a growth which has arisen on our own soil, and while it finally showed some of the features of the European method of organization, these did not appear until the system had reached a certain degree of perfection in the line of its own evolution.

In the first part of this century—it almost seems like ancient history, now that the conditions everywhere are so different—the grading of elementary schools was a thing unknown in this country. Instruction was almost wholly individual. Whenever a pupil chose to present himself for admission into school, no matter at what time of the year, he was received. His studies were determined by the books he brought. His first lesson was apt to follow the last one his former teacher had given him. It he had been through Webster's "blue-back" speller twice, and had finished the last column of the tenth page on the third round, the first column on the eleventh page would naturally be the first lesson his new teacher would give him. If a class already formed had reached just that point he was put into that class. Otherwise he would probably form a new class. It was thus by no means uncommon to see a dozen or more classes in the same room studying the same book, but at a dozen or more stages of advancement in it, and altogether, a teacher with a school of moderate size, containing pupils of all ages, sexes, and sizes, might easily have 50 or 60 classes. Attend to them all? Certainly, but what attention! The little fellows received but little of it, especially those who had learned to read. Their lessons would be heard—every few days. The teacher's pet classes were called to the recitation bench often; his favorite subjects received nearly all his attention. The rest of the school whiled away the time as best they might. They "did their sums" on their slates, or droned over their "blue-backs" till they were tired, and then turned their attention to each other and to mischief, opportunities for which frequently appeared in the open mouth or bare soles of a sleeping pupil; and such opportunities rarely went unimproved.

Such were the schools of our fathers, the merits of which we so frequently hear extolled. They produced many strong men; for the favored ones the advantages of such schools are manifest. But the great majority made but little progress, either through

¹Prepared by Mr. J. C. Boykin, specialist in city school systems.

the sheer neglect of the teacher or because, with impartial treatment, the multiplicity of classes made it absolutely impossible for the teacher to give sufficient time to any class to enable his pupils to accomplish anything of real value.

The result is clearly shown in the statement made by one of the early State superintendents that many young men and women who had attended the common district schools for fifteen or sixteen winters absolutely failed in the lowest grade of teachers' examinations, requiring but little more than a mere rudimentary education.

In the general educational revival in the thirties the need of some sort of effective classification was frequently mentioned. Horace Mann's first report, in 1836, contains a suggestion as to building schoolhouses with a view to the classification of the pupils, and many other propositions appeared with the same end in view; but all these were vague and nebulous. The necessity for reform was apparent, but actual methods for accomplishing it did not readily appear. The most that seemed to be feasible to the writers of the time was a division into three departments, usually mentioned as primary, intermediate, and high. Each one of these was to be taught by a single teacher, who should conduct the exercises in much the same way as before, excepting, of course, that there would be fewer classes and the pupils would be nearer the same age. Many schools were soon organized on this plan and came to be known as "union schools," because they were usually formed by consolidating schools already existing.

It is always difficult to say with certainty who was first in any field of effort, or to fix the exact locality in which any meritorious movement began, and the case of the union schools forms no exception to the rule; but it is probable that in Boston, where the distinction between the Latin school, grammar schools, and infant schools dates from a very early period, is to be found the first move toward grading that was made in this country. But even there the distinction was not well marked until a comparatively late period, for in a paper read by S. M. Burnside before the meeting of the American Institute of Instruction in Boston in 1832 it was stated that the schools of the village of Worcester had been conducted for eight years upon a plan similar to that described, and the difficulties mentioned by the writer as hindering the perfection of the scheme clearly show that the plan was an innovation presenting unfamiliar difficulties whose solution was not to be sought in the experience of his hearers.

As time wore on the advantages of the union schools became more and more manifest, and with experience in them came more definite plans for their improvement, though it was not until the latter part of the decade of 1840-50 that comparatively full and practical details for the organization of a graded school as we now understand it began to appear.

John D. Philbrick was placed in charge of the Quincy grammar school in Boston in 1847, and then under him the full details of a graded school began to be worked out for the first time in this country. Then it was, too, that the old ideas of Sturm, which had been transmitted to the nineteenth century from the sixteenth by means of the Jesuit schools and the secondary schools of Continental Europe, began to be successfully applied to American elementary education, and under Philbrick's skillful guidance the graded school, with yearly grades, each taught by a single teacher, and a regularly outlined course of studies, came into being.

The success of the new system was quickly published to the pedagogical world, and graded schools soon became the fad of the progressive element of schoolmen. The spread of the idea of professional supervision was concurrent with the development of the graded system, and in fact the perfection of the latter was the legitimate outcome of the extension of the former.

Many difficulties, however, attended the application of the graded system, some of which seem to us inexplicable. For instance, it was at one time doubted and earnestly discussed whether there were any right on the part of the school authorities to prescribe a course of studies or to specify the text-books to be used, such things being seriously asserted to be intrusions on the right of the parent to determine what sort of education was suited to his child. Then, too, the practical difficulty arose of adapting the buildings already existing to the requirements of the new system. But these troubles gave way to the evident advantages of the graded school in both economy and efficiency, and by 1860 grading was the rule in nearly all the cities and large villages.

In many localities the system was not, for various reasons, applied in the manner in which it was advocated by its most enthusiastic supporters, but during the sixties and early seventies strict adherence to a rigid system of classification into grades of yearly interval, with the attending features of annual promotions, written examinations, per cented markings, etc., was to be found in nearly every town or city of any considerable size.

The pendulum had swung from the extreme of no system to the extreme of all system.

Then critics began to appear; and the bed of Procrustes entered upon its long

tour of duty as a simile for the graded system. Perhaps the reader is not unfamiliar with it even in the educational literature of the present time.

Among these critics were to be found men who had participated in the administration of systems upon the rigid plan as well as those whose experience had been in schools of a somewhat different type, a few words concerning which may not be amiss.

It has already been stated that the idea of grading arose from the *consolidation* of schools. In such cases the increase of pupils had previously been provided for by the establishment of new and independent schools, and upon the consolidation each teacher retained much of his independence. As pupils further increased in numbers the principle of equality of teachers was to a great extent continued in the further subdivision of the pupils forming new grades until the point was reached of having a separate teacher for each year's work.

The other type of schools grew according to another plan. When the number of pupils became too great for one man an assistant would be employed who would "hear the lessons" of the classes indiscriminately as the principal directed. At first the assistant would occupy a distant corner of the principal's room, but as time passed on separate rooms were provided for them, the pupils sitting ordinarily in the principal's room, and going into the assistant's room to "say" their lessons. Thus far there was no real departure from the old plan. The methods of management were the same, and the intervals between the classes as short as before, the only difference being that there were more teachers to care for the greater number of pupils.

The effect of the discussion of classification is seen in these schools in the establishment of "primary departments," "intermediate departments," and "grammar departments," etc., as the schools grew larger, but in each of the departments there was an entirely independent principal teacher, all of whose pupils sat in his room when at study and proceeded to adjoining recitation rooms to receive from assistants the lessons which the principal had not time to give. This was the "department system" as distinguished from the "graded system."

In the course of time the advantages of the graded system became so plain that all the principal cities swung into line. St. Louis determined upon its adoption in 1857, though it was several years before it was fully in operation. But the old traditions remained. The "department plan" during the years in which it had been in operation had been systematized to a great extent and most of the objections to the old ungraded schools had been modified out of existence. The classes were certainly numerous as judged by the standards of the graded system, but not so numerous as to be harmful. The teachers were accustomed to conduct a number of classes. The schools were running smoothly in that groove, and to a certain extent they stayed in it after the adoption of the graded system, for when a full and detailed course of study was first adopted for the St. Louis schools in 1862, we find that the unit of division was the quarter, and not the year; that the average interval between classes was ten weeks instead of forty, and that each teacher instructed not one class only, but two, three, or even four or more classes—plainly all relies of the old department plan of instruction. In short, in the cities of which St. Louis is the type the rigid graded system has never been in vogue as it was in most of the Eastern cities.

It was but natural that prominent among the first to point out the defects and dangers of the rigid system was W. T. Harris, who, as assistant principal, principal, assistant superintendent, and superintendent of the St. Louis schools had been accustomed to the elasticity of the system there, and who, more than anyone else, was responsible for it.

In his report for 1871-'72 he set forth the advantages of the St. Louis system as opposed to the system involving long intervals between classes and set times for promotion from grade to grade. The report attracted wide attention and was warmly discussed in educational gatherings. Among the most conspicuous of the advocates of the rigid system at that time was Supt. H. M. Harrington, of New Bedford, Mass., who went so far as to hold that even individual promotions at times other than the end of the school year are pernicious.

The effect of this and similar discussions is apparent in the many modifications that have been made in the graded system, all tending to relax its rigidity and make it meet the needs of individual pupils in a way that was impossible with the former plan of classification and promotion.

With a view to ascertaining to what extent these modifications have been made in the annual intervals between classes which formerly prevailed almost universally the inquiry whose result is appended was instituted. All cities and villages of 4,000 inhabitants and upward, 816 in number, were addressed, the questions covering not only the methods in use, but also the views of the superintendents, the latter indicating to what extent further changes may be expected. Four hundred and sixty-five superintendents replied. Of these, 149 report that in all grades up to and including the eighth elementary grade the class intervals are less than a school year.

These cities may be said to have adopted the short interval plan entire, since the eighth is usually the highest elementary grade.

The statement is sometimes made that short intervals are peculiar to the schools of Western cities. That no such geographical limitation exists is evident from an examination of the list of cities in which the plan prevails. Forty-seven of the cities are located in the North Atlantic division, 4 in the South Atlantic, 12 in the South Central, 77 in the North Central, and 9 in the Western.

Many small cities, in which the pupils are too few to secure classes of the requisite size with shorter intervals, retain the yearly plan in the higher grades through necessity, although the preferences of the superintendents are in the other direction. In many systems, however, the long interval is the rule in the higher grades through the choice of the managers. In Denver, Colo., for instance, the interval is three months in the lowest grade, four months in the second, four and a half months, or a half year, in the third to the sixth, inclusive, and a year in the seventh and eighth. A few superintendents who adhere in theory to the strict year plan report shorter intervals in the lowest grades as the result of the admission of new pupils in the midst of the school year.

The great disparity between the number of those who express a decided preference for short intervals in reply to direct questions, and the number of cities in which such class intervals actually exist is remarkable. This may be explained in part by the impression that seems to prevail that short intervals involve a more frequent change of teachers and a greater number of them, and consequently a greater expense. This, of course, need not follow, but the belief that such is the result is undoubtedly the reason that a great many who perceive what they consider the pernicious effects of the yearly intervals do not apply the remedy. In many cases a change to the short interval has been determined upon, but not yet put in operation. Cleveland, Ohio, is a conspicuous example.

These two causes, with the prevalent spirit of conservatism, may be the explanation for the differences between the theory as indicated by the replies to the questions and the practice as shown by the table.

It may be observed that no description has been attempted in the foregoing of the points of difference between the several plans mentioned, that having been left to the appended quotations from the superintendents under whose direction the respective methods are in operation. They are best fitted to describe their methods and they know best the advantages offered by the systems they advocate. It is intended to present as far as may be all the principal plans in use, and the strongest arguments for each.

Following the quotations showing the several devices is a presentation of the substance of all the replies to the questions asked in the circular. These serve to indicate the trend of sentiment upon the question under consideration.

The tabular statements following are self-explanatory. They show the statistics of class intervals in all the 465 cities reported, the names of the 149 cities in which the intervals are less than a year, and the details of arrangement of the intervals in 41 of the largest cities of the United States.

I.—QUOTATIONS SHOWING THE SEVERAL METHODS OF ARRANGEMENT OF CLASS INTERVALS.

A.—THE SHORT AND IRREGULAR INTERVAL.

THE ORIGINAL DESCRIPTION OF THE SHORT INTERVAL.

W. T. Harris, in his report as superintendent of the St. Louis (Mo.) public schools, 1871-72.—The tendency of all classification is to unite pupils of widely different attainments. Especially is this found in the small schools. The consequence is that the lesson is too long for some and too short for others. The best pupils in the class are not tried to the full extent of their ability; they consequently lose in some degree the discipline which they should gain. The poorest pupils of the class are strained to the utmost. They are dragged, as it were, over the ground without having time to digest it as they should. This develops the result that the over-worked pupils are frequently discouraged and drop out of the class and likely enough out of the school altogether. In large systems of schools where classification is very perfect the evil here spoken of need not occur to a serious degree. But it does so very frequently from the fact that the course of study is laid out in grades (ten, more or less, in number) and all pupils are classified or graded so that each belongs to one of these grades. All the pupils in the grade must be in the same degree of advancement at about the same time. The result is that the school is classified in such a way that there are ten classes separated by intervals of from five to ten months' work. Then promotion is made from one grade to another at set times,

annually or semiannually. All who pass the examination commence the work of the next grade; all who do not continue until the next examination in the work of the grade through which they have just passed.

The effects of this is well known to all teachers who have made experiments in this direction. Both parent and pupil feel very keenly the time lost. The pupil must have been over much of the work of the year; perhaps nine-tenths, or three-quarters, or perhaps only one-half of it. Yet what he has done entitles him to an advanced position over his fellow-pupils of the next class below him. If he returns to school after being thrust back a year for his lack of less than half a year, he appears in the ranks of a class who were a year's work behind him. He has lost his ambition; he is some time in the class before they come to work that is difficult to arouse him to the exertion of his full energies. Meanwhile he has lost his discipline for hard study, and he is very likely to break down a second time on the work of the year. A second failure for promotion is nearly sure to cause withdrawal from school. The parent has lost faith in the talent of his child, and puts him into business or apprentices him to a trade. The youth has lost his own confidence in himself, and is stunted for intellectual growth for the rest of his life.

Was there any advantage in this kind of grading? How could it otherwise have transpired? Instead of the Procrustean bed of grades, the pupils should have been classified into classes of thirty or less each. These classes in all large schools would be separated by intervals of about five weeks' work. As often as these classes, any of them, become too small by the withdrawal of pupils, or too large by the assignment to them of newcomers, there should be a new formation of classes. The best pupils of one class should be sent up to the next, the best from the next below are to be promoted and joined with the pupils remaining. Those not promoted are now united with the best of the class that is five weeks' work behind them. The degradation is scarcely felt. It is rather called, in both cases, a promotion of the best ones—not a degrading of the poorest. It is a process of cutting up the school into classes anew, and, as a matter of fact, the pupils need not have changed rooms to any very great extent.

A set time for examination and promotion is injurious just in the ratio of its infrequency. Annual examinations for promotion and a discontinuance of promotions at other times is an extremely pernicious system, and occasions serious injury to the higher grades of our schools. It is evident that the farther advanced the pupil the more unfavorably will it affect him; and yet in our schools throughout the country the system is so arranged that this Procrustean device applies more especially to the advanced pupils. In how many of our cities is there promotion to the high school oftener than once per year? What becomes of the pupils who lack one per centum of making the standard required? Are they not sent over the work of the highest grade of the grammar schools again, and thus made to occupy a year in doing what they might do in one-fourth of that time? And do they not leave school at this crisis more than at any other time in the whole course?

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For schools where the number in each grade fell below the requisite thirty where-to form a new division, of course this plan of subdivision could not be carried out. But so far as the first [highest] grade of the grammar school is concerned this would rarely happen and still less likely would it occur with classes below the highest grade.

The principle is clearly this: Not a Procrustean bed of grades on which the school is to be stretched so as to reduce the number of grades of advancement to ten or any other special number, but a thorough classification of all the pupils into classes on a certain quota as a basis, whether this be thirty or twenty-five, or whatever other number is considered the best. The endeavor will be to have the classes separated by as small an interval as possible; but four, six, or even ten weeks' work is small enough for all practical purposes; and in order to make this arrangement uniform the pupils in upper grades, when too few to form classes with the required quota, should be brought together in central schools. If the highest grade in the high school consisted of sixty pupils or more, the division of it into two classes would be required.

This process of continual readjustment of classification in our schools will render the whole system elastic and mobile. Like the current of a river there will be everywhere forward motion—in the middle the current is more rapid, at the sides the current flows more slowly. The work of the grade laid down for a year's study will be accomplished in three or three and a half quarters by the brightest; by the dullest and slowest in five quarters. There will be no temptation to push on a slow pupil or drag him beyond his powers; no temptation to promote a pupil to a new grade's work before thoroughly completing what is below him. * * *

There may be some points on which doubts may rest. For example, it may be urged that this system would cause a collection of the dull and stupid pupils into classes by themselves, a deplorable result. But this is one of the evils which this system is adapted to correct. The fact that the best pupils from below are allowed

to rise through the masses above them as fast as their ability can carry them is surely not likely to prevent the slower pupils, who are their companions, from exerting all their energies and making considerable progress. The stream of bright pupils from below is inexhaustible. From the primary grades it ascends, continually passing fixed points or points that move on more slowly. In every class there will be its quota of bright pupils, some leading the class, and some just sustaining themselves in it, having recently joined it. But in the old system all the bright pupils had attained the top of the class and the dull ones had fallen hopelessly to the bottom long before the needed reclassification took place.

Another may urge that this system causes so rapid a change from teacher to teacher that the very important personal influence of the teacher is materially impaired. But under this system in the higher grades the pupil would hardly change teachers oftener than once or twice per year, and a change as often as this is desirable for the healthy individual culture of the child. The school should not be a family influence exclusively. It is the transition to civil society; consequently the pupil must change teachers often enough to correct any one-sided tendencies of social culture that he may be liable to acquire from the individual teacher. For it must be remembered that reclassification of a whole school of 700 pupils, distributed through 12 rooms, does not imply a change of teachers on the part of more than one-sixth of the pupils, even when one-third of the best pupils in each class are promoted to the next higher. Each teacher having two classes (or, in the lower grades, three classes) will have one-third of the pupils from her advanced class promoted to the lower class in the next room above; she will likewise receive from the next room below one-third of the pupils from the advanced class there. In her own room, one-third of the pupils will be promoted from her second to her first class, but will still remain under the same teacher. In fact, she will have promoted to the next room one-sixth of her pupils, and have received one-sixth from the next lower room—that is to say, one-third is promoted from each class; but, practically, this is the maximum, and in ordinary cases a less proportion of the class will be transferred. If reclassification is instituted four times per year, and on each occasion one-sixth of the pupils are promoted to the next room, it will follow that each pupil will be taught one year and a half by the same teacher. But, as frequent transfer is necessary in some schools, to make up for the depletion of pupils in the higher grades, it will happen that this period will be reduced one-half or two-thirds. * * *

The psychological effect of successful competition has been alluded to before. The moderate scholars of a higher class may find themselves at an advantage as compared with the best pupils newly promoted from the class below and are likely to take fresh courage.

The question is likely to arise: Do these pupils who are promoted from one class to the next omit that portion of their studies gone over in the interval of time between the two classes? It is expected that this will be taken up by a review of the ground embraced in the mentioned interval.

THE ENTIRE FIELD SHOULD BE WORKED AT THE SAME TIME, SO THAT PUPILS MAY BE EASILY PLACED IN ANY PART OF IT.

J. L. Pickard, formerly superintendent of public schools, Chicago, Ill., in "School Supervision" [New York: D. Appleton & Co.].—One method of administration places the several grades, as it were, in a series of rooms adjoining but separated by a wall in which is a closed door. Once a year the door is opened for the passage of those who are provided with cards bearing the requisite percentage mark, and then closed for another year. To obtain these cards is the sole aim of the children, who think only of release from one cell and of admission to another, which they hope may prove more attractive, but of whose attractions they have no knowledge. They are not lured upward and onward. They are goaded by the dread of continuance for another year in the room which has lost all its attractions for them. Wise supervision has succeeded in opening the doors more frequently; wiser supervision has rested less upon cards of admission bearing percentage marks and more upon cards of merit obtained from watchful and loving teachers; wisest supervision has removed the doors entirely, so that constantly a stream of influence flows downward, arousing a healthful ambition, inspiring self-activity, and furnishing a worthy motive for advance; and in response to this influence there is a steady movement of pupils upward.

* * * * *
Motion is universally acceptable to the human race. Motion forward is specially pleasurable, even though landmarks must be studied to make it observable. To the race all days are alike, but to the individual there are days marked by a red line. In the child's calendar the promotion days are red-lined days. Promotions, technically so called, should not be discarded. Preparation for them is exhilarating, suc-

cess is refreshing, and even failure is not without its healthful influence. Their value, however, is impaired when they are made the end of all effort. Nor should promotions occur at certain set times predetermined. Especially harmful will prove the policy of making promotions synchronous with the end of a school year. Under such a system indolence prevails at the beginning of the year and cramming at the end. Just when, as the result of faithful work, teachers and children need lessened rather than increased burdens, the system of annual examinations and promotions at the end of the year will wear out both teachers and children in ruin and body. In every large system of schools the rank of classes should be such that the whole field of study is under cultivation at all times. There should be no gaps of a year's length at any stage of a child's progress—least of all in the earlier stages—over which none can leap, and which prove discouraging to the pupil lacking in physical strength or in mental grasp. The opportunity for advancement by a series of short steps encourages to rapid promotion and the feeling that a little lost time does not put a pupil back out of sight of his former classmates gives him a hope of regaining his lost place. The superintendent's ideal should be a stream flowing steadily, with its particles mobile, ready to glide forward or to slip backward a little if force of circumstances so decree.

SOME FEATURES OF THE OLD UNGRADED SCHOOLS WOULD IMPROVE THE MODERN GRADED SCHOOL.

Mr. John Kneeland, in the Report of the Board of Supervisors of Boston, Mass., for 1891-92.—Graded schools have been and are still open to the objection that they do not allow all the pupils to work, each up to his full ability. The brighter pupils must at intervals mark time, that the slower-minded may have an opportunity to catch up with them. Marking time does very well in gymnastics, but has a deadening effect in its application to mental efforts; and, by and by, reduces the pupil to such a condition that marking time is no longer required. Only that effort is made which is necessary to keep up with the class; and the habit of doing one's best under the exhilaration of quickening influences and of engaging studies gives place to the habit of mediocre exertion. Who, for instance, familiar with the schools, has not been often saddened to find pupils who were bright and eager workers in the primary school sunk to the level of careless plodders in some lower class of a grammar school? Who has not found in the lowest classes of the primary school bright children from the kindergartens subjected to the same processes of instruction and kept down with the newcomers who had had no previous training? These, it may be claimed, are exceptional cases. They are, however, not infrequent; and they indicate clearly the wrong done by the neglect of the true principle of classification, and a too rigid adherence to the letter of the course of study.

What can be done, then, toward enabling every pupil in the class of a graded school to work up to his full ability, and pass from one grade of work to another as soon as he is prepared for such advance? One look at the old-fashioned district school may give us a hint. Notwithstanding the manifest advantages of the graded school, the ungraded had some advantages it is best to keep in sight. In the latter the pupils were carefully classed in the various studies according to their ability and advancement, but the way was left open for the easy and prompt passage from one class to another. It was common to see pupils advance from one class to another during a single term, and, elated by their success, push on eagerly for the next advance. There was no attempt to bring a certain number of pupils to a fixed level of attainment in all studies before there could be an advancement of pupils in any study. Can there not be something of this free way of working in what we call the graded class?

The pupils of a large graded class are seldom, if ever, of the same absolute grade; but they are near enough of a grade to enable a teacher to make very much of her instruction general, and herein is an advantage. If, however, she treats them as all of a grade, and endeavors to make them all move on together at an average pace, she does not give the alert minds of her class full opportunity. A wiser way would be to allow the class by a natural process to become divided into sections, and one section, if need be, to advance faster than the other. The course of study lays out the work for the different classes, but it does not require that only such and such work shall be done in any particular schoolroom and that all that work shall be done by all the pupils in the same time. It means that what it outlines for any class shall be done as a stage in the pupil's progress, and when it is accomplished, though the pupil remain in the same room with the same teacher, he is entitled to pass on to the next stage. It is a wrong to him to hold him back. A sixth-class teacher, for instance, should not think, her sixth-class work having been accomplished before the time for regular promotion, that it is forbidden her to enter upon the fifth-class work, but should rather feel that the necessity is upon her to allow no slackening of interest on the part of her pupils, but rather to give them the pleasurable excitement of a move onward.

It sometimes happens that pupils ready for promotion are held back because there are not accommodations for them in the room occupied by the next class. The promotions are made upon the principle that as only so many pupils can be accommodated in the room above, the line of promotion must be drawn at that limit. There can be no question that this is entirely right as far as passing from room to room is concerned, but all wrong as deciding the passing from class to class. There is always room in the class above. Let the pupils have free way to press forward and occupy it.

There may be schools where something would be gained by allowing teachers to hold their classes through the work of two or three grades. A thoroughly good primary teacher, for instance, taking fifty pupils through the three divisions of the primary grade, would give them a better fitting for the grammar school than would three different teachers, though equally good, taking them in succession. Much time is lost in gaining the acquaintance of the pupils and learning their individual characteristics. Besides, each teacher keeps within her vision only the narrow limits of her special work. The single teacher, thoroughly understanding the abilities and dispositions of her pupils from the beginning, can go along with them step by step, relating her instruction and direction to the farther-off results she is to reach, seizing opportunities to connect the present fact or experience with things to be accomplished later. The same thing can be said in regard to arrangements for more continuous teaching in the grammar schools. Were teachers all alike capable, there could be no question of the advantage of such arrangements. Are they not of sufficient capability in most schools to carry out to some extent such a plan of work with some gain for the pupils?

Whatever the position assigned the teacher in respect to class work, however, it does become her duty, when she receives a class, no matter how it is labeled and what work it is supposed to undertake, to reach as soon as she can a knowledge of its real condition as a whole and in respect to its individual members. Whatever is lacking in previous training necessary to the advance she is called upon to make must first be supplied. The majority of pupils may be all ready to go on, but the others may need special help in certain directions. The problem is how to render that special help if no provision is made for it in the general arrangements of the school. As under no circumstances should a part of the class be held back to go over familiar ground to accommodate the rest of the class, as is too often done under the name of reviewing, the division of the class seems a necessity if all are to be justly dealt with. Teachers who are called upon to teach two classes, or one class in two sections, generally dislike the arrangement. At first thought it seems to add to their labors, and make a just distribution of their time and efforts more difficult. But what if it does? Are they not willing to take an additional burden, if they can thereby benefit their pupils? They will probably find, however, after becoming habituated to such an arrangement and having learned how to make the right adjustments, that they can get better results and carry on their work with more ease, because with more satisfaction to themselves.

The simultaneous instruction of all the pupils of a class in all their studies has one disadvantage not often enough considered. It either compels the using of the school time almost entirely in recitation or some other general exercise, or it deprives the teacher of the opportunity of fulfilling to the extent she might her function of teaching. Suppose one hour of the day is set apart for arithmetic. The teacher may require one-half of the hour to be given to study, while she sits at her desk and gives such individual help as is requested, and give the other half hour to recitation. The same may be done in regard to other studies. The half hour is occupied with a class of fifty. In some exercises all the pupils cannot be reached in that time. Now, suppose a division of the class: one-half recites while the other half studies. Does not this give the teacher an opportunity to come into closer contact with the individual minds, and get from each pupil the steadiest and most effective work? This is only by way of illustration. In actual practice the studying time of the one-class system is greatly abridged; much the larger part of the time is taken for recitations and general exercises.

Another consideration may here be presented. Suppose a teacher doing sixth-class work with one pupil to instruct, giving such time to each study as is now required, what part of the year would she require to take him over the whole ground? How far beyond the requirement in all his studies could she take him in the course of a single year? What number of pupils can she take and work together, and yet do for each pupil all that she can do for a single pupil? There must, of course, be a limit to this number. Now, whatever the number of pupils to be taught, the true economy of time and effort is to manage that number in such a way as to give each pupil as nearly as possible all the advantages he would have if taught by himself. To hold the concentrated and continuous attention of fifty pupils through a recitation as the attention of one can be held is certainly impossible for most teachers. But a limited number of pupils can be worked together as one, with

the advantage, too, of a quickening influence upon each other. The burden laid upon the teacher is to awaken an interest in all her pupils, to keep them in the right temper of mind for required work, to have ready for them the right kind of employment, and to hold their concentrated attention during instruction and recitation. That she can do all this to the fullest helpfulness of all the pupils by dividing them into groups or sections, according to their abilities and acquirements, seems certain, as far as considerable of the required work is concerned. Much of the instruction must, of course, be general. It is as easy to tell fifty pupils some fact as it is to tell it to one pupil. But it is not so easy to make fifty pupils, varying as they must in mental characteristics, move along together in reading or arithmetic, even at a slackened pace, as it is to hold together half that number of pupils, nearly alike in mental alertness and acquirement, in a quicker movement. To divide a class into two sections for purposes of teaching may seem to be doubling the teacher's labor, but, in reality, it lessens it. Pupils working within and up to the limit of their abilities work with more ease, and require less urging and direction by the teacher than when forced beyond their power to grasp and hold. Call to mind the misdirected energy put forth by a teacher laboring with what to her seems stupidity, the amount of breath she sometimes expends in heightened and rasping tone, the wear and tear upon her amiability in wrestling with the wandering attention of her class, and there will be no difficulty in conceiving that the simultaneous teaching of a large class is not always a labor saving process.

THE LIMITATIONS TO BE OVERCOME.

Supt. Frank A. Fitzpatrick, Omaha, Nebr., in Northwestern Journal of Education.—The graded school represents a solution, or a partial solution, of the difficulties encountered in the ungraded or partially graded schools.

A perfect system of classification would be such a scheme as would take care of *all* the irregularities incident to school life. For instance, such a subdivision of classes that a pupil who was absent one day or two days could, upon his return, drop into a class that was studying precisely the same lessons that the pupil would have recited had he not been absent.

But the best system of classification is not attainable, for the reason that in our urban existence we have limitations that are speedily encountered and can not be overcome.

One limitation is that we have not a sufficiently large school attendance that we may have enough pupils to form classes under such an arrangement. And were this limitation removed, we have not a sufficiently dense population that could be placed within a convenient distance of the school buildings.

Hence the problem of classification becomes a search after the best possible, taking into consideration our limitations and environment. And that system is best for any particular locality which gives the utmost possible plasticity without reducing the number of pupils in each class to such a number as will entail too great a burden upon the community greater than efficiency requires.

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A grade in school nomenclature means the work of one school year. Schoolmen have not as yet agreed on the length of time that is required for the average child in the average community to complete the work included in the common-school course of study. In the West, however, we are agreed that eight years is a sufficient period of time, and quite a number of able men believe that seven years is sufficient.

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The next phase of the question is the arrangement of the pupils in each grade into classes according to the attainments, capacities, etc., of the individual pupils in each grade.

Here is where our limitations press upon us. If we make but one class or division in each room, the teacher will not be economically employed; if we make too many classes in each grade, the number of pupils in each class will become so small that the teacher handling two classes, which is probably the maximum, will not be economically employed, and the result will be too many teachers for the wealth of the town to take care of, and a consequent reduction in salary of efficient teachers and an ultimate financial breakdown.

Here lies the weakness of the graded system, because we are compelled by our limitations to place children of varying attainments, will power, capabilities, and opportunities into the same class.

The defect is inherent; all that is possible is to reduce the difficulty to its lowest terms. The number of pupils in any individual school system is the constant factor in the treatment of this question of classification; the character, size, and location of school buildings variable elements.

In other words, in a school system having a daily attendance of 400 or less, it will not be advisable to have any subdivision of classes in each grade, except for purposes of convenience, and when each class in the grade will represent the same degree of advancement.

In systems having from 400 to 1,200 pupils in daily attendance, it will be found advisable to have two divisions or classes in each grade, the interval between each class being one-half the school year.

In systems having from 1,200 to 2,000 pupils in daily attendance, it will be found advisable to have three divisions or classes in each grade, the interval between each class being one-third of the school year.

In systems having 2 100 pupils and upwards in attendance, four subdivisions or classes in each grade or year will be found advantageous.

The shorter the interval between classes, the better the school will perform its function of adapting itself to the needs of the community.

The more easy it is to classify pupils of varying attainments and capacities, the more easy it is to make special promotions where pupils are able to do more work.

The more plastic a system of schools becomes in the direction of allowing properly regulated special promotions, the better the system.

The limitation here upon the creation of classes with short intervals between them is that the number of pupils in each class must not fall below twenty, otherwise we shall trench over on the other side.

In a properly managed school system the classes are perpetually undergoing disintegration and reintegration. Crystallization into any one absolute form is death, just the same as it is in physical life.

When a new class of pupils is organized, there may be a complete homogeneity, but after ten short weeks have passed away the pupils in this class will appear in three different and divergent forms. A certain percentage may be classified as very good pupils, another definite quantity may be classified as average pupils, and still another portion as deficient pupils. Approximately 20 per cent will belong to the first element, 50 per cent to the second element, and 30 per cent to the third element of the class.

And should this class of pupils be again divided on these lines and formed into three separate and distinct classes, it will be only a few short months before each class will break up again into the same relatively strongly marked three elements, very good, average, and poor pupils.

This phenomenon may be styled the persistency of disintegration. Its parallel may be found in life, where the tissues are continually wasting away, and need to be rebuilt from time to time if the physical organism is to escape extinction.

The remedy for this disintegration is reintegration—reclassification, the gathering up together of somewhat similar elements to form a new class, which itself again disintegrates only to be rebuilt again, and so *ad infinitum*.

In life, were we to wait until the tissues in any particular organ were wasted away before beginning the work of rehabilitation, the organism would die. Just so in the work of classification; if we wait until the disintegration has been completed, we shall not be able to reunite the dead, lifeless parts into a living, breathing whole.

The breaking up of classes must be foreseen and the remedy foreshadowed all through the year, but more especially the last three months of the year.

In the rebuilding of classes in a school system, the short interval between classes becomes a very potent factor.

But, even in systems where the classes are a school year apart, there are three or four places in every course of study where the rebuilding process can be carried on with great advantage to all concerned.

There is nothing in the whole work of a supervisor that demands clearer insight and greater breadth of vision than the taking care of this disease which so remorselessly attacks classification.

The weak points in the system will be found in the fourth and grades above.

Its symptoms are very strongly marked and can be readily detected.

If you have any class having fewer than twenty pupils in it three months before the close of the school year, you may depend upon breaking that class up for the next year or else trouble will ensue.

As the course of study is prepared on the basis of the average accomplishment of tasks by the average pupil, the better element in the class will always very easily do more than the required work, and thus be able to do the additional work in the remaining months that is necessary to enter on a level into the next highest class.

Here again certain principles must be kept in mind; the pupil to be advanced in his work faster than his comrades must have the requisite age or maturity; he must be strong in the main study of his grade or class.

In the first three grades reading is the grading study, in the next three grades reading and arithmetic, and the last two grades, arithmetic and grammar.

No pupil or pupils should be allowed to attempt advancement who are not in advance of their classmates in these vital studies. A boy who has the requisite maturity and reads well in the third reader and can perform reasonably accurately and rapidly the fundamental elementary operations of arithmetic can be advanced into a class using the fourth reader and beginning common fractions with the greatest ease, with advantage to himself and also to the class into which he is advanced. * * *

It may be inferred that in the best system of classification advancement or promotion may occur at any time; there are no settled, stated periods.

THE CHICAGO PLAN.

E. E. White, LL. D., in "Promotions and Examinations in Graded Schools."—Pupils are admitted to the primary schools in Chicago at all times in the year when there is room, and new classes are formed whenever this is found necessary and feasible. Each principal classifies the pupils under his supervision to the best advantage as he sees it, and the classes are advanced in the course as rapidly as they can do the work to his satisfaction. No attempt is made to bring all the classes of a grade to the same point in the course in a prescribed time. The resulting interval between consecutive classes may be a month and it may be five months. In other words, each great school in Chicago is a law to itself in classification, and the principal thereof is under no constraint to sacrifice the best interests of his pupils to secure uniformity of progress or mechanical perfection in grading.

Inspection by the supervising force is the only means depended upon to secure needed uniformity of standard and methods. When pupils complete in a satisfactory manner the elementary course they are admitted to the high schools, the only evidence of fitness required being the recommendation of the grammar-school principal.

Pupils are promoted to the high schools annually.

It is obvious that this varying class interval gives the school system of Chicago great flexibility, and at the same time it permits the closest possible classification of pupils for purposes of instruction. How completely all this would be changed by the adoption of a uniform class interval, a uniform rate of progress, and uniform examinations to test results! It would not require more than two uniform grade examinations imposed by the superintendent "to determine fitness for promotion," to bring the schools to a halt, and then to uniformity in "marking time."

ANOTHER EXPERIENCE WITH SHORT INTERVALS.

Supt. F. Treudley, Youngstown, Ohio.—In common with some others I have felt the bondage of the graded school system and have believed that there was not enough flexibility in it. There are such wide differences among pupils that it is impossible under our present processes of selection to find in any building groups of fifty who can work together profitably. It has been the effort of teachers, heretofore, largely to keep schools together, hurrying up the dull ones, retarding the quick ones, and failing to recognize adequately these marked differences.

After thinking this matter over, talking with teachers, citizens, and the board of education, we concluded to break up our schools into groups according to strength, allowing classes to move on as rapidly as possible. Suppose we have a room, for example, of fifty pupils. In the progress of the year that school will naturally resolve itself into three groups, one able to do more than the work of the grade and one probably much less. Our instruction to the teachers was to permit these groups to move on according to strength; those who can do more than the year's work to go into the work of the next grade whether transferred to that grade or not; those that could not do the work of the school are to go slower and to do what they can.

We began this the first of September, and are now beginning to realize its fruits. By this plan all pupils are moving on according to strength. Wherever a child is, he ought to be, as a rule. It permits of frequent and easy reclassification. In higher grades we do not have more than three groups, nor less than two; in low primaries we may have four. At a late grade meeting of "A" primary teachers where this matter was thoroughly discussed there was a hearty spirit of coöperation, and the expression was unanimous as to the success with which it is working.

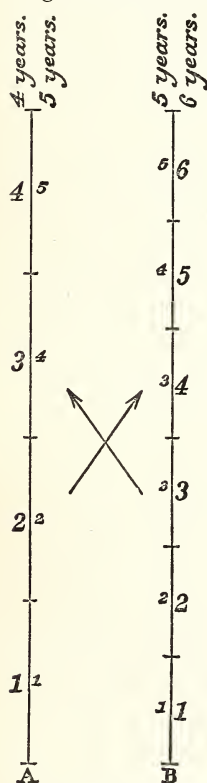
TWO DIVISIONS, ADVANCING AT UNEQUAL RATES, SUPPLEMENTED BY AN UNGRADED ROOM.

Supt. Francis Cogswell, Cambridge, Mass.—The pupils in the primary and grammar schools are classified in nine grades, the primary schools having three grades and the grammar schools six. In the English high school there are four grades, and in the Latin school five. Under this classification children entering the lowest grade of

the primary schools, and advancing regularly from grade to grade, graduate from the grammar schools in nine years, from the English high school in thirteen years, and from the Latin school in fourteen years. Many pupils, however, advance more rapidly. Twenty-five per cent of those who graduate from the grammar schools do the work in five years and 5 per cent additional in four years. In the English high school a few pupils graduate in three years, and about 10 per cent of those in the Latin school in four years.

The majority of the pupils who graduate from the grammar schools in less than six years are usually carried over the course arranged for two years in one year. * * * Other pupils who graduate in less than six years usually accomplish this by omitting for the time being the subjects included in one year's work, relying upon the instruction given in review lessons for a knowledge of these subjects. In the primary schools it is not expected that many pupils will complete the work in less than the regular three years.

In all the schools many pupils fail of promotion at the end of the year and are obliged to continue in the same grade two years in succession, doing the second year



precisely the same work they did the first year. Thirty per cent of the pupils who graduated from the primary schools last June had been four years or more in completing the work, and 18 per cent of the graduates of the grammar schools had been seven years or more.

The question now to be considered is whether or not the present plan of classification and promotion is the best that can be adopted. Under it, as has been stated, pupils in the grammar schools who wish to complete the course of study in less than the full time are obliged to do two years' work in one or omit the subjects taught in one grade, taking them up only in review. Would it not be better for such pupils if the course were so arranged that no part of it shall be omitted, and no one year's subjects more hastily passed over than another?

This can be done by dividing the course of study in two ways: (1) into six sections; (2) into four sections, each section to represent a year's work. The accompanying diagram will make the plan more clear. Pupils promoted to the grammar schools would begin the first year's work together. After two or three months they would be divided into two divisions; one division would advance more rapidly than the other, and during the year would complete one-fourth of the whole course of study. The other division would complete one-sixth of the course. For convenience we will call these divisions A and B. At the beginning of the second year division A would be replaced with division B of the third year. At the end of the year these divisions would be at the same point in the course of study, having completed (one division in two years and the other in three years) one-half the course. These divisions would begin the next year's work together; but division A would advance more rapidly than division B, and at the beginning of the fourth year it would be placed with division B of the sixth year. At the end of the year both divisions would have completed the course of study without omitting any part of it, and without being obliged to do in any one year more than in any other, one division having completed the work in four years and the other in six.

Under this plan there are also two ways of completing the course in five years. Any pupil beginning in division A can, at the end of two years, if for any cause it seems desirable, be transferred to division B; then he would be three years finishing the course, making five years in all. On the other hand, any pupil beginning in division B can, at the end of three years, if he has shown himself able to advance more rapidly, be transferred to division A, and in this division finish the course in two years, making as before five years in all. In both these cases these changes can be made without omitting or repeating any part of the course of study. At other times than at the middle of the course pupils can also be transferred from a higher division to a lower, or from a lower to a higher, with fewer difficulties to overcome and with greater probability of being benefited thereby than under our present classification; the divisions in A being separated from those in B by only six months' work, while the present grades are a year apart.

One objection which will be made to this plan, especially by teachers, is that it will frequently be necessary to have two grades or divisions of unequal attainments

in the same room. It is by no means a settled question, however, whether the one-class plan is for the best interests of the pupils. * * * In my own opinion, there are decided advantages in having two grades in a room where they are separated by an interval of not more than six months, making it practicable to teach writing, drawing, music, and other exercises of a general character to all the pupils at the same time. The pupils of the lower grade are benefited not only by observing what is going on in the higher grade, but by being assisted with those whom they look upon, in a measure, at least, as superior; and especially is this the case when it is understood that any pupil in the lower grade can by application find his way into the higher. But a greater benefit is in having a part of the time devoted to study. The practice now so common with the majority of teachers in elementary schools of working with their pupils almost incessantly from the beginning of the session to its close is not favorable to the success of those pupils when they take up the high-school studies, and are obliged, under the changed circumstances of classification and recitation, to prepare their lessons "without the aid or stimulus of the ever present teacher." It is also unfavorable to the intellectual growth of the pupils who do not go beyond the grammar school. Without the habit of quiet study, little will be undertaken or accomplished in the line of mental improvement after school days are over. * * *

The proposed plan seems to me feasible, and I believe it can be successfully carried out, so that from 15 to 20 per cent of the pupils will be able to complete the course of study in four years, from 40 to 50 per cent in five years, and the remainder, with only a few exceptions, in six years. To do this, however, more individual instruction will be required. How shall this be best secured? Not, I believe, by reducing the number of pupils in a room, but by the appointment of a teacher of special qualifications, who shall have charge of no particular class, but whose time shall be divided among the pupils needing this instruction in all the classes. At first thought it would seem that an additional teacher in each school would increase the cost of instruction; and this would be the case were it not that by this means many pupils would be carried forward more rapidly than would otherwise be possible. After carefully considering this question I have no hesitation in expressing the opinion that such a course in the end would not add a dollar to the expense of the schools.

NUMEROUS CLASSES WITH SHORT INTERVALS AND WITHOUT STATED TIMES FOR PROMOTION.

Supt. Frank J. Barnard, Seattle, Wash.—In my opinion the only solution is to classify pupils strictly according to abilities and qualifications, and then allow them to master the course of study in such time as they can do the work well. To illustrate, suppose there are in a certain school 80 pupils in the fourth-year grade. I would divide them into four divisions of 20 pupils each, classifying them strictly according to abilities. To one teacher I would give the first and second divisions, to another the third and fourth. To the teachers and pupils of all the divisions I would say: "Now, the *theory* upon which the course of study for the fourth year is constructed is that it will take one year to complete it, but if you can do the work thoroughly and easily in less time, why do so, and then at once begin the work of the fifth year, overtaking the lowest division of that class if possible."

This means *daily* promotion. Progress is constant. The first division of one class will overtake for a time, work with, but finally pass, the lowest division of the next higher class, while the lower divisions will go steadily forward, many of the pupils "working up" to higher divisions of the same class.

In schools where there are more than two teachers to a grade the classification can be still more thorough by having a greater number of divisions in each grade.

SHORT INTERVALS, WITH "CROSS DIVISIONS."

Supt. A. W. Rankin, Superior, Wis.—For convenience, and in conformity to the prevailing custom, I assume eight grades below the high school. I would advocate that these eight grades be divided into nineteen classes. That there be four classes or groups of not over 10 pupils each in the first grade; that the second grade contain three groups or classes with not over 12 in each group; that each grade above contain two classes of not over 20 each; that no two classes in a room be doing the same work; that each grade be assigned to one teacher; that there be further subdivisions or cross divisions where necessary. For instance, pupils in the fifth grade might be taught in one class in writing, in two classes in geography, in three classes in language or arithmetic. If a pupil is very bright in language, do not keep him with those who have not had his advantages; let him cross the hall from the fifth grade to the eighth and find his level; or if he is very backward in arithmetic, let him go down to his proper class. The nineteen classes and the cross

divisions will afford a ladder of easy ascent for ambitious pupils. In a live school from one-fourth to one-third of the pupils will merit individual promotion each year.

THE BEST PUPILS OF ONE GRADE OFTEN BETTER THAN THE POOREST IN THE NEXT HIGHER.

Supt. Edwin L. Kirtland, Holyoke, Mass.—I have frequently told our principals that a respectable per cent of the best scholars in any one of their grades would do better work than the poorest in the grade immediately preceding, and we are now debating the matter of so changing our grading or so administering the present rules as to secure the advancement of those who can wisely take it. The proper classification of primary and grammar school students is not yet fully understood, but it is doubtful if any rule of classification or promotion better than the judgment of a wise principal or teacher is likely to be found. Let the intervals of classification or of possible promotion be as short as practicable, then apply the judgment of the teacher to the individual case.

SUBSTANTIALLY THE ST. LOUIS PLAN.

Supt. C. F. Foster, Chester, Pa.—In the line of work a certain portion is laid out for each year, but in each grade below the seventh there are two and sometimes three classes at different stages of the work. There are no regular examinations, but at any time transfers are made up or down in the classes, according to the judgment of the teacher and by permission of the superintendent. Above the seventh grade these transfers may also occur, but, the jump being a longer one, the cases are rarer. In the first and second years changes are quite common, some passing along very rapidly and others being detained by their inability to proceed. If a whole class is able to do more than the year's work, it goes on to the work of the next grade; if it is dull, it moves more slowly. This sometimes changes the grade of a room, but no serious complications have resulted therefrom.

RETARDING THE BRIGHT PUPILS AND NAGGING THE BACKWARD RUINS BOTH.

Supt. C. E. Meleney, Somerville, Mass.—With year-long intervals, many pupils are ruined for study because they have not the chance they ought to have to progress, and others leave school because they dislike it on account of being constantly scolded and humiliated and made to think they are dunces. If they had more time and more sympathy and less urging and hurrying, they would become students. The grades should be short steps of not more than five months and less if possible, so that individuals may go from one to the next higher without any break in the work.

LET EACH PUPIL LEAVE HIS WORK AS SOON AS HE MASTERS IT.

Supt. E. N. Coleman, Le Mars, Iowa.—The ideal classification would make it possible for a pupil to bridge any interval in the course if his ability placed him beyond his present class; and he should be encouraged to this end until he reaches a class of equals that will put him to his best that will maintain his place. In this, however, careful thought must be had for the delicate, and equal care is necessary to prevent ambition for place to become stronger than the ambition to honestly merit that place. * * * Separate the pupils into classes so that each mind has a chance to master before it leaves a piece of work, and, also, to leave it *as soon as it is mastered*. * * * Under year-long intervals the progress of the class is less than the natural pace of the slowest would be under conditions calculated to stimulate them to their best efforts. It is progress at the pace of the slowest, with interest and ambition at lowest ebb.

SHORT AND IRREGULAR INTERVALS IN KANSAS CITY.

Supt. J. M. Greenwood, Kansas City, Mo.—Our classes are not over twelve weeks apart, and in most case the interval is not over six weeks. There is an exception during the last year. The pupils are admitted to the high school twice a year, and in that case only does a pupil go back eighteen weeks if he fails to pass. The object is to give the greatest elasticity in grading, and to move pupils along in their studies as rapidly as possible.

BRIGHT PUPILS FAVORED AT THE EXPENSE OF THE DULLER ONES.

Supt. R. B. D. Simonson, Hannibal Mo.—Under year-long intervals the progress of the whole school would be kept down to the pace of the slowest and weakest pupils

were it not for the disposition of most teachers to give most attention to the brightest pupils and thus neglect the duller ones, who either drop out or graduate *specialia gratia*.

TEACHERS ACQUAINTED WITH BOTH SYSTEMS PREFER SHORT INTERVALS.

Supt. F. S. Porter, Seneca Falls, N. Y.—I have yet to find an energetic teacher acquainted with both the long and the short interval systems who does not prefer short intervals, even when it necessitates two grades in a room. It may take more of the teacher's time, but the work is done with less friction and with better results.

QUARTERLY CLASSIFICATION FAVORED.

Supt. H. S. Tarbell, Providence, R. I.—I would grade the pupils into quarters below the high school, and into half years in the high school if circumstances would permit.

YEARLY INTERVALS TO BE ABANDONED.

Supt. A. S. Draper, Cleveland, Ohio.—We have one-year intervals between all the grades, both in the elementary and high schools. * * * It is the purpose, however, to shorten the interval between promotions at an early day. * * * Pupils should be graded as closely as the circumstances will allow.

LONG INTERVALS TEND TO REPEATED FAILURES.

Supt. J. F. Millspaugh, Salt Lake City, Utah.—Yearly intervals tend to carry bright pupils into the sluggish class, and by holding dull pupils so long to familiar work in case of failure tend to make repetition of failure.

REPETITION OF A YEAR NOT AN EFFECTIVE REMEDY.

Supt. Charles E. Gorton, Yonkers, N. Y.—With the year-long intervals the slow pupils are pushed over too much ground, and then are held back to repeat the same process a second year.

YEARLY INTERVALS LEAD THE PUPILS INTO TEMPTATION.

Supt. I. E. Young, New Rochelle, N. Y.—The system of yearly intervals does waste the opportunities of the bright minds, and it does more. It virtually offers a premium for bright pupils to plan and practice many things in the class room which not only demoralize the bright pupil himself, but encourage disorderly conduct in the slower pupils.

B.—THE SHORT BUT REGULAR INTERVAL.

THE SUBDIVISION OF GRADES SHOULD BE LEFT TO THE TEACHER.

Supervising Principal B. C. Gregory, Trenton, N. J.—I think there should be a formal half-yearly gradation and that this should be supplemented by a clear understanding that the teacher is to subdivide to as great an extent as the exigencies of the class and her ability to deal with distinct subdivisions will admit. * * * If the interval is shorter than a half-year, unless the school is large, there results a perplexing subdivision of classes. I believe in the subdivision, but think it should be made by the teacher in view of the ascertained facts in the case of each pupil, and not in accordance with rules. Some teachers can handle several subdivisions, others fail at just this point. The differentiation required by law should be limited; the teacher should do the rest, and will, if she has been trained to do so.

Supt. Robert Gwynne, Jr., Salem, N. J.—With grading that so divides the work into portions that the advance is easy and sure and the development thorough, the nearer together the grades are brought the easier a pupil will pass through the course; failing once, he loses comparatively little time by reason of having to pass through that grade again. With the average corps of teachers it seems to be necessary to mark the limits of the grades sharply.

REGULAR INTERVALS THE MORE PRACTICABLE.

Supt. R. N. Wright, Astoria, Oregon.—It seems hardly practicable yet to use any other than the regular promotion method, which is, in our schools, twice each year.

OPPOSED TO BOTH LONG INTERVALS AND FREQUENT CHANGES.

Supt. William F. Fox, Richmond, Va.—The year's interval I think too long. I am equally opposed to so frequent a change as to greatly unsettle things. I have found the semiannual advancement the most satisfactory.

DANGER IN EXTREME MINUTENESS AS WELL AS EXTREME LOOSENESS.

Supt. W. S. Perry, Ann Arbor, Mich.—The more minute the classification the better can the instruction be adapted to individual needs. However, quite a variety of needs and ability is helpful. Often a slow pupil will be greatly benefited by the quality and high standard of work of a bright class so as to finally reach a higher level. Possibly there may be a danger of too close grading, even for the best instruction, but a too loose grading is a much more common and serious danger.

SEMIANNUAL INTERVALS COMBINED WITH THE DEPARTMENTAL PLAN.

Supt. B. B. Snow, Auburn, N. Y.—In my report for the last school year, now in press, I suggest to the board the plan of semiannual promotions for all classes below the high school, and the trial of the departmental system of teaching, to offset in a measure the loss of the effect of the teacher's individuality resulting from a frequent change of teachers.

THE TERM INTERVAL WITH FREQUENT CHANGE OF TEACHERS.

Supt. Anson D. Miner, North Adams, Mass.—In primary and grammar grades our course has been marked out and prescribed by terms (three terms to the year) making twenty-seven classes in our nine years' course below the high school. The only serious objection to this plan is that it allows the pupils to remain but a short time under any one teacher.

THE SEMIANNUAL INTERVAL WITH TWO CLASSES TO A TEACHER.

Supt. W. A. Mowry, Salem, Mass.—I think the best plan for classes in elementary instruction is to have two classes in one room, the one, the A class, six months ahead of the other, the B class. A grade would still mean a year's work.

HALF-YEARLY GRADES, INTERVALS, AND CHANGES OF TEACHERS.

Supt. John Jasper, New York, N. Y.—There are fourteen grades, six primary and eight grammar. The time taken to complete the highest grammar grade is one year. The time required for each of the other grades is a half-year. The total time provided for the completion of the course is seven and one-half years; the intervals between the classes are a half-year.

SEMIANNUAL AND ANNUAL INTERVALS.

Supt. E. N. Brown, Hastings, Nebr.—With us the interval in all grades below the high school is one-half a year, and in the high school it is one year. We promote into the high school twice a year, the first year of the course being so adjusted that pupils can enter at either part of the year.

Supt. Gilman C. Fisher, Pawtucket, R. I.—Half-year intervals in the lower grades with thirty pupils to a room is no doubt very near an ideal. One-year intervals are to be preferred in the high school.

HALF-YEAR INTERVALS WITH QUARTERLY PROMOTIONS.

Supt. R. C. Kerr, Wallawalla, Wash.—We divide our year's work into terms of twenty weeks each, with light trial examinations every ten weeks. At the end of ten weeks we often find bright or elderly pupils ready for the upper division, and they often complete the year's work in twenty weeks, or half a year, while dull pupils stay a year or more in one grade. We have twenty-four studies in our high-school course; some pupils take four each term, or eight each year, and graduate in three years; others take three each term and graduate in four years.

HALF-YEARLY GRADES WITH FURTHER DIVISION BY ABILITY.

Supt. W. T. Carrington, Mexico, Mo.—Our pupils are in rooms graded a half year apart. In much of their work these may be considered one grade; in other work

they are in sections graded on their aptitude and ability along that line. We try to work down the individual as nearly as possible. In the primary schools there are eight grades, twenty weeks apart; and in the grammar schools there are four grades, covering thirty weeks each, the entire elementary course extending over seven years. The complete high-school course covers thirty-six points. Very bright pupils make it in three years; slow pupils take five years. Some make it in three and one-half, some in four, and others in four and one-half years.

TWO-THIRDS OF THE PUPILS FINISH A GRADE IN MORE OR LESS THAN A YEAR.

Supt. W. L. Steele, Galesburg, Ill.—Pupils are admitted three times a year, and this interval between the classes is preserved to the seventh grade. For three years I have kept a record of the time each child spends in a grade, and the result is about this: Two children out of three spend more or less than a year in a grade, or, in other words, about 66 per cent are exceptions to the rule of a year in a grade.

C.—THE YEAR-LONG INTERVALS.

CLOSE GRADING IMPRACTICABLE IN A LARGE CITY.

Supt. Edwin P. Seaver, Boston, Mass.—Pupils should not be graded or classified more minutely than is implied in annual promotions. Grading by half years is too fine work for the administrative machinery applied to the usual material. A single school might grade as minutely as that, but not a whole city system of schools.
* * * If a school principal can not manage to promote bright pupils rapidly and dull ones slowly, under rules based on the theory of year-long intervals, by the use of a reasonable amount of common sense, he should be replaced by one who can. The whole business of promotion from grade to grade in this city is left in the hands of the school principals, who act, nevertheless, under the vigilant inspection of the supervising officials. The degree of common sense shown in applying the rules of promotion varies in different schools, of course, but the supervisors make the necessary corrections.

STRAIGHT YEAR INTERVALS WITH INDIVIDUAL PROMOTIONS.

Supt. Henry A. Wise, Baltimore, Md.—Pupils are in most cases promoted at the end of the school year, yet promotions may be made at any time. Principals are required to place pupils in the grade in which they may be instructed to the best advantage. The class intervals are one year throughout the entire course. I can not see how the "interval between the classes" has anything to do with "securing classes of the normal standard in size." When teachers are furnished in the ratio of 1 to 50 pupils, if one teacher has a class of "normal size," say 20, some of the other teachers' classes must of consequence be of abnormal size, say 60 or more. In a class of 50 pupils the instruction of a good teacher is directed to the capacity of each scholar.

If, under the system of year-long intervals, the less mature and sluggish minds of the class are discouraged while the opportunities of the bright minds are wasted, it is not the fault of the system, but of the teacher. Bright pupils in a class with dull ones help the whole class without any injury to themselves. They help the teacher to do the greatest good to the greatest number.

With yearly promotions for the schools generally, and with promotions at any time of pupils who are qualified, it seems to me the graded system affords each pupil as much opportunity as could be secured by a graded system under any other arrangement.

A great advantage of yearly intervals between the grades is that the teachers know their pupils better and are better qualified on that account to teach each one in accordance with his aptitudes, advancement, and disposition. They know the parents also, and are able to secure their cooperation. If half-year intervals are better than yearly for the reasons suggested in your questions, why are not quarterly intervals better than either, and daily intervals best of all?

The problem of improving the schools can be solved in no other way than by providing well-prepared teachers, both as to academic and professional training.

INDIVIDUAL INSTRUCTION THE ONLY PROPER KIND.

Supt. A. P. Marble, Worcester, Mass.—Classification is liable to be a nuisance. However close it may be at the start it will not long remain so if pupils develop individually as they ought. Classification is only a means to an end; but it too frequently degenerates into an end, and as such it retards the growth of the individual pupils. It is intended to furnish facility for individual teaching—the only good teaching—but it often tends unnecessarily to wholesale work. * * * All teaching

should be individual. The dull can take a narrow range, the bright can cover a broader field, with many related subjects. * * * The work of a school is to educate individuals, not to stuff a class. It is in dealing with the "class" that teachers make a nuisance of this whole system of grading. Let the teacher consider that here are 30 or 40 children to be educated, developed, strengthened, built up, interested. Let her forget that there is such a thing as "a class."

BRIGHT PUPILS SHOULD NOT ADVANCE TOO RAPIDLY.

Mr. Richard L. Carne, late city superintendent, Alexandria, Va.—It is not "the natural effect of classifying with intervals of a year or more between classes that the bright pupils are held back and not given work enough to develop their capacity;" for if a boy or girl notably excels the class, extra studies can and ought to be assigned, so as to enable him or her to catch up with the class above. My experience is, however, that very few pupils do this, and that it is more expedient, in ordinary cases of excellence, to encourage the pupils to review and thus become more thorough. Sometimes such pupils get so well grounded by this means that they can go ahead without help and are able to skip a class when school is reopened for the next year. Decidedly, the teacher *ought* "to expend the greater part of his time on the slow and less competent pupils;" it is just where his help is needed and will tell.

This system does not "discourage the less mature and the sluggish minds of the class, while it wastes the opportunities of the bright minds;" on the contrary it encourages the former by helping them, and gives greater opportunity to the latter by enabling them to learn *thoroughly*, and not become superficial by too much hurry. Remember that as a rule, children who learn quickly, forget quickly.

Under the system of year-long intervals between classes, the progress of the whole school is not "kept down to the pace of the slowest and weakest pupils;" on the contrary, we "make haste slowly."

THE COURSE OF STUDY CONTAINS WORK ENOUGH FOR ALL.

Supt. W. H. Morgan, Cincinnati, Ohio.—The intervals are one year throughout the course. We endeavor to have the pupils as near the same average attainments as possible, for the reason that the number of pupils per teacher is so large as to preclude much individual instruction or special attention. * * * The pupils advance with sufficient rapidity, as a general thing. * * * A proper course of study will afford all the work that a pupil in the public schools should attempt. * * * I do not think that the progress of the school is kept down to the pace of the slowest. The majority advance, while probably about 10 per cent are unable to do the work in a manner to justify promotion.

INDIVIDUAL PROMOTIONS REMOVE NEARLY ALL THE EVILS OF CLASSIFICATION.

Supt. Edward Brooks, Philadelphia, Pa.—In the elementary schools, it is desirable to classify on the basis of one year with the privilege of advancing bright pupils whenever they seem qualified for such advancement. Preferably this advancement should be made about midyear without a formal examination. If this is done with good judgment the evils of classification can be almost entirely removed. Our first eight grades are graded by half years, which I hope to change in a year or two.

HALF-YEARLY GRADES, PROMOTIONS, AND INTERVALS WITH CORRESPONDING CHANGES OF TEACHERS—A CHANGE CONTEMPLATED.

Supt. William H. Maxwell, Brooklyn, N. Y.—We have fifteen grades in the elementary schools—seven primary and eight grammar. We promote twice a year from all grades, at the first of February and the first of July. Intervals of five months. In the high schools, we promote and graduate twice a year, as in the elementary schools, at intervals of five months.

The objections to the semi-annual promotion are that the teacher has not sufficient time to become thoroughly acquainted with her pupils, and that the range of subject-matter over which she teaches is so small that she inevitably becomes narrowed in her educational views. I am trying to work out a plan by which the year-long interval may be used without its disadvantages. I think the last two years of the grammar-school course should be organized on the departmental system.

ANNUAL INTERVALS SATISFACTORY TO TEACHERS.

Supt. John Swett, San Francisco, Cal.—In our course the promotion of pupils from one grade to another is left to the judgment of the principal and the class teacher. Annual promotions seem to be satisfactory to the teachers.

DIVISION INTO CLASSES OF EQUAL ABILITY FOR CONVENIENCES OF INSTRUCTION ONLY.

Supt. T. M. Balliet, Springfield, Mass.—In all grades we promote once a year by classes, though we make many individual promotions during the year. Hence most pupils remain a year in each grade. In some branches like drawing, writing, language, reading, singing, etc., all the pupils in a room of the same grade form *one* class. In studies like arithmetic, geography, reading in grades first and second (primary), the pupils of the same grade are divided into sections or classes. The classes, however, are of the same grade, and are not any "number of weeks apart."

The annual interval does tend to discourage the less mature and sluggish minds and to waste the opportunities of the bright minds, but I think frequent individual promotions, the abolition of examinations for promotion, making the course of study flexible by grading the instruction pedagogically, are the remedies of the evil. I do not believe in mechanical remedies in such matters.

THE EVILS OF GRADING ARE GREATER WITH SHORT INTERVALS.

Supt. H. R. Roth, Marlboro, Mass.—It is our plan to have but one grade in one room with one teacher. New classes are formed only in September of each year when the schools are reopened. The reclassification of special individual cases of pupils among these established grades may, and does, take place at any time during the progress of the year. * * * My experience of sixteen years in city systems with different time intervals between grades is strongly in favor of the year interval between grades, as affording the best conditions for the work of instruction. * * * According to my observation a teacher with fifty pupils can do more for the individual pupil when they are in the same grade (or class). It is not the "year interval," but the application of it that tends to hold back pupils or give undue time to slow ones. With the same administration, I believe the shorter the interval, when less than a year, the greater the evils so often reported.

YEARLY INTERVALS PREFERRED TO THE SEMIANNUAL.

Supt. John Burke, Newport, Ky.—We have tried intervals of a half year and intervals of a year in our classes. We much prefer the longer period, and are using it now. The intervals do not make much difference, as education is a continuous process, whether the intervals are long or short.

If a pupil can go in advance of his class we find a place for him in some higher grade; if he is too slow, one year back does him no injury or injustice.

Our year's course is long enough and difficult enough for pupils of good average standing, and yet within the reach of all children of fair intelligence who will put forth the effort. On an average about 5 per cent of children in primary grades fail to pass, and nearly the same proportion skip one grade in the primary course of eight years.

Shorter intervals than one year shift classes too often. We tried it for eight years, and find now that we can use most of its advantages, and experience none of its inconveniences by keeping a close watch on the power of children and promoting when promotion is possible.

FREQUENT PROMOTIONS LEAD TO SUPERFICIAL WORK.

Supt. William N. Barringer, Newark, N. J.—I think annual promotions are best for the average pupil. Special cases should receive special attention. Too frequent promotions lead to superficial work, study for promotion, and not for the mastery of the subject. Pupils need time to mature, and should not as a rule change grade and teacher every few weeks.

THREE OBJECTIONS TO MINUTE CLASSIFICATION.

Supt. M. A. Yarnell, Sidney, Ohio.—There are many objections to a very minute classification. First. According to Emerson's dictum, the pupil learns more from his companions than from his teacher. If he is as good as the best in his class, he will learn only from the teacher; at least he will be without the tuition of the bright pupil, and will miss the spur of seeing some one beat him. Second. The slow section will be still slower and will never get very far ahead. Third. Frequent promotions would result in confusion that would break up any classification, or at least keep somebody always reclassifying.

NEW MACHINERY NECESSARY FOR MORE RAPID PROGRESS.

Supt. L. S. Shimmell, Huntingdon, Pa.—We do not rigidly enforce year-long intervals except in the high school, where branches must be finished before promotion can take place. As long as colleges are justified in making the brightest and dullest take the full course, we think high schools are. It isn't possible to graduate a bright pupil in less time than the course calls for unless he skips some branches. We would have to put in some new machinery to turn them out any faster.

YEARLY INTERVALS NEED NOT RETARD BRIGHT PUPILS IN A SMALL CITY.

Supt. R. A. Ogg, Greencastle, Ind.—The yearly interval between grades is the rule throughout our entire system. Our schools are in four-room buildings, with two grades in a room. A bright pupil can take part of the work of the higher grade, and by some special help can enter the next room at the close of the year, when, though at first weaker than the class, he may overtake them, since he is presumed to have more than the average ability. Evidently not many grow discouraged, since 17 per cent of our enrollment are in the high school, 54.5 per cent of those below the high school are in grades 1 to 4, and 45.5 per cent are in grades 5 to 8.

TIME IS WASTED BY FREQUENT SIFTING.

Supt. G. J. McAndrew, Plattsburg, N. Y.—If properly managed, the advancement is greater where promotions are not too frequent, and the danger of "overcrowding" is much lessened. Time is not lost in "examinations" or whatever sifting process is employed to separate the good from the indifferent pupils.

YEARLY INTERVALS LEAD TO GREATER SELF-RELIANCE.

Supt. C. B. Miller, Nanticoke, Pa.—If the object be to lead the pupil to rely upon himself, I think there is an advantage in the year interval.

UNIFORMITY OF ATTAINMENT NOT NECESSARY FOR CLASS INSTRUCTION.

Supt. B. M. Zettler, Macon, Ga.—It is possible, I think, to instruct with profit pupils in the same class who are one year apart, *i. e.*, extremes of same class of forty pupils may be one year apart in half or two-thirds of their studies. The privilege of being examined for promotion at any time during the term should be allowed to the individual pupil on the recommendation of the teacher.

THE FAILURES OF ONE YEAR MAY BE THE LEADERS OF THE NEXT.

Supt. Willie D. House, Waco, Tex.—With yearly intervals the progress is measured by the pace of the "great average boy," and the brightest lead as guiding stars, while the slowest and weakest are kept in file by momentum. If he fall outside he gains strength to lead next year where he dragged back this.

PUPILS SHOULD REMAIN WITH THE SAME TEACHER TWO YEARS.

Supt. W. N. Hailmann, Laporte, Ind.—It is desirable to keep children with one and the same teacher during at least two years, and let her make subdivisions, if need be, within her class.

A LONG COURSE WITH OPPORTUNITIES FOR SKIPPING.

Supt. E. J. Beardsley, Elmira, N. Y.—As the result of more than thirty years' experience as principal of a large graded school, comprising all the primary and grammar grades, I have come to believe that the greatest discouragement to pupils comes from being put back or being obliged to go over the same grade a second time. I would, therefore, first determine the minimum amount of work to be accomplished in the entire course, then would make the time for completing it long enough for the very large majority of the pupils. I would then so arrange the course that those capable of doing the work in less time should have the opportunity of doing so.

Supt. Charles H. Douglas, Keene, N. H.—We have ten grades, each covering one year, but pupils often complete the ten grades in seven, eight, or nine years, as for the upper fifth of the class we promote "doubly" and make other promotions during the year in individual cases. Annual intervals with this provision of promoting the brighter pupils two grades instead of one gives good results with us.

UNGRADED ROOM FOR BOTH BRIGHTEST AND DULLEST.

Supt. G. A. Stuart, Lewiston, Me.—There should be in each building of six rooms one room for special assistance, either to aid bright pupils to *jump* or to help slow ones along.

Supt. O. E. Smith, Des Moines (north side), Iowa.—Every building of as many as eight rooms should have an ungraded class or room in which to work up the stragglers from a class or coach the bright pupils for advancement.

"ALL-GRADE" ROOM FOR BACKWARD PUPILS ONLY.

Supt. Isaac M. Wellington, Crawfordsville, Ind.—An "all-grade" room for the tougher and irregular class aids us in our work. Here only individual work is done. Of a thousand in average attendance for the year in the system of schools, a hundred may have dropped to the all-grade room, and seventy-five been returned by merit to the grades.

EXPERIENCE OF HIGHER INSTITUTIONS FAVORABLE TO YEAR-LONG INTERVALS.

Supt. W. W. Cottingham, Easton, Pa.—A restraint on the progress of a school does not legitimately follow the adoption of year-long intervals between classes. This fact is fully verified by the experience of many of our best schools, and is supported by the policy pursued in the higher institutions of learning, where the percentage of slow and weak students in the respective classes is no less than that exhibited in the common schools. * * *

In each of the departments composing a system of graded schools there should be but two classes organized, one to meet the wants of the bright and active pupils whose advancement is rapid, the other to subserve the interest of those of inferior development, whose progress is necessarily slower. Some of the advantages derived from this arrangement may be stated as follows: (1) The two classes thus formed are taught independently of each other and share alike the teacher's time and attention; (2) the alternate recitations of the classes afford an opportunity for study during school hours; (3) the bright pupil being disincumbered in his class relations, is free to attain the greatest possible in school advancement, while the dull pupil, being undisturbed by the discouragements of class comparison or criticism, may be led, though at a slower pace, to the attainment of a reasonable measure of proficiency by the use of means and methods adapted to his capacity; (4) the interval between the two classes need not necessarily be so great as to prevent an easy transition from one class to another when the interest of the pupil or that of the class renders his promotion or retrogradation necessary.

DIVISION INTO BRIGHT AND DULL, WITH EQUAL TIME, BUT DIFFERENCE IN COMPREHENSIVENESS OF INSTRUCTION.

Supt. C. A. Daniels, Malden, Mass.—Every class composed of pupils of only one grade should be divided into two sections in every study except spelling, writing, drawing, music, and oral instruction. One of these sections should be employed in study while the other is reciting. The length of the recitation should be the same for both sections. Section A in each study should be composed of pupils capable of doing more and better work in that study than those of Section B, and should comprise the majority of the class. The teacher will thus be enabled to devote more individual attention to the members of Section B. Work suited to the capacity of the pupils should be assigned to such section. Both sections will be expected to complete the part of the course of study assigned to the grade; but Section A will have a more comprehensive knowledge of the subject than Section B. Pupils may be transferred from one section to the other at any time during the year, whenever, in the opinion of the teacher, such transfer is deserved.

DIVISION INTO BRIGHT AND DULL, ASSIGNING UNEQUAL TIME, BUT THE SAME WORK.

Supt. James McGinness, Owensboro, Ky.—Each class, as soon as practicable, and early in the term, should be divided into two sections, one larger numerically than the other, each having the same amount of time for recitation and for study during school hours. The section of fewer pupils, while receiving the same time as a class, receives more time and attention individually, and thus the slower or less thoroughly prepared pupils are able to catch up or keep up with the others. Provision should be made under this arrangement for having the pupils pass from one division to the other in the same room during the year, according to the character of the work

done. There should be no stigma or reflection cast upon the pupils of the lower section. It might be well to designate them as sections "A" and "B" instead of upper and lower.

DIVISION IN BRIGHT AND SLOW, WITH "SUPPLEMENTAL WORK" FOR THE BRIGHT.

Supt. T. C. Clendenen, Cairo, Ill.—We have an average of fifty pupils in one teacher's charge and of the same grade. These we divide into "bright" and "slow," or "A" and "B" divisions, both doing the same work, but the former having and requiring much less time than does the latter for class recitation. The "brights" are kept employed with supplemental work.

DIVISION OF BRIGHT AND DULL PUPILS, GIVING EACH EQUAL TIME, BUT UNEQUAL AMOUNT OF WORK.

Supt. James C. Harris, Rome, Ga.—Each grade—from thirty to fifty pupils—is made into an upper and lower section for class work and seat work, according to advancement and capacity of pupils. The upper section is expected to do more and better work and are more certain of promotion. Those failing of promotion are placed in the upper section at the beginning of the following year, but again subject to demotion to lower section of same grade.

SUBDIVISION INTO "POOR" AND "BRIGHT" IS HARMFUL.

Supt. Leigh R. Hunt, Corning, N. Y.—I want the poor pupils to be lifted up by contact with the best. Subdivide a class with "poor" and "bright," and the dull are disheartened and stay poor always.

SLUGGISH MINDS ARE BENEFICIAL TO THE BRIGHT.

Supt. John A. Stewart, Port Huron, Mich.—The sluggish minds will develop a depth of thought that will prove most beneficial to the so-called bright minds. Two heads are better than one, and two or more varieties of thinkers and workers will develop a thought better than one variety.

AN ADDITIONAL STUDY IN A HIGHER GRADE.

Supt. H. F. Derr, Elgin, Ill.—We have a method of promoting that takes away many of the evils of the "year-long intervals" of promotion. I have used it satisfactorily for ten years.

When a pupil is able to do more than his class, let him take one additional branch in the next higher grade. If he can do this satisfactorily, let him drop that study in his regular grade and add a second branch in the higher grade. If he can do this additional work well and the regular work well, again drop the study in the regular grade and give him another study in the higher grade. If he can do this well and is good in the remaining studies of the lower grade, promote him wholly to the higher grade.

This plan does not break the yearly classification, never gives the pupil more than one extra study, and gives every bright and strong pupil a chance to do his best.

OVERLAPPING OF GRADES.

Supt. H. L. Taylor, Canandaigua, N. Y.—My solution of the problem is to arrange programmes of adjacent grades so that the brighter pupils may take parts of two grades' work, while the duller can, if necessary, take a year and a half to a grade.

GRADUAL PROMOTION.

Supt. W. R. Prentice, Hornellsville, N. Y.—In a measure we avoid the trouble that comes from grading by promoting at any time any pupil who is able to do more work, doing this so gradually that he does not skip any important work.

ELECTIVES FOR BRIGHT PUPILS, WITH MINIMUM REQUIREMENT FOR THE DULL.

Supt. M. A. Yarnell, Sidney, Ohio.—The problem of classification can best be solved in the course of study by making it flexible, "enriching" it with enough electives

to keep the brightest pupil from marking time and with minimum requirements small enough to allow the duller to attempt the next grade after "repeating" once. If the course is rich enough the brightest might "repeat" with profit.

EXTRA COURSE OF READING FOR BRIGHT PUPILS.

Supt. M. E. Hard, Salem, Ohio.—There is but little difficulty in promotion to higher grades until you reach the A grammar grade. We sometimes give the brighter pupils an extra course in reading to occupy their time, and they regard it quite an honor.

ELECTIVES FOR BRIGHT PUPILS.

Supt. E. Hunt, Medford and Winchester, Mass.—Bright pupils should have an elective in the grammar grades—Latin, French, or German—as we do in Winchester.

COLLATERAL WORK OF A MORE ADVANCED CHARACTER.

Supt. C. F. Boyden, Taunton, Mass.—In grades below the high school our "course of study" prescribes certain limits—the minimum—that must be reached. Teachers are encouraged and expected to give the bright pupils extra collateral, and, if possible, more advanced work than that required by the "course."

II.

CONDENSED REPLIES TO QUESTIONS.

[NOTE.—In the following the substance only of the replies is given. The figures indicate the number of superintendents who express the opinions quoted.]

1. How minutely is it desirable to grade or classify pupils for the purpose of instruction?

[The replies to this question were not of such a nature as to permit of satisfactory classification. Many of the most notable ones may be found in the preceding pages.]

2. Is it sufficient to classify with intervals of year's work in grade of advancement between the classes, or ought the intervals to be made as small as can be done and secure classes of the normal standard in size—say twenty to thirty pupils in each?

| | |
|---|-----|
| The latter is the proper plan..... | 271 |
| The year-long interval is sufficient..... | 65 |
| A year is too long..... | 19 |
| A year is too long: the lower the grade, the shorter should be the interval..... | 6 |
| The year's interval is better for some grades, the shorter for others..... | 8 |
| The half-year interval is the best..... | 57 |
| The half-year interval is best except in the high school, where the yearly interval is sufficient.. | 4 |
| The half-year interval is best in the five lowest grades..... | 2 |
| It is immaterial..... | 2 |
| Vague or noncommittal replies..... | 31 |
| Total..... | 465 |

3. Is it the natural effect of classifying with intervals of a year or more between classes that the bright pupils are held back and not given work enough to do to develop their capacity, while the teacher is obliged to expend the greater part of his time on the slow and less competent pupils?

| | |
|---|-----|
| Yes..... | 263 |
| No..... | 32 |
| That is the tendency..... | 13 |
| Yes; to a great extent..... | 18 |
| Yes; to a certain degree..... | 13 |
| Yes; if the system is rigid..... | 12 |
| Yes; but it may be avoided by careful classification..... | 5 |
| Yes; it may be avoided by efficient supervision..... | 3 |
| Yes; the teacher may avoid it..... | 10 |
| Yes; it may be avoided by individual promotion..... | 18 |
| Sometimes..... | 2 |
| Yes; in the lower grades. No; in the higher..... | 2 |
| Not necessarily..... | 28 |
| It depends on the teacher..... | 8 |
| No; it is the dull who are injured..... | 3 |
| Not so as we manage it..... | 5 |
| Vague or noncommittal replies..... | 30 |
| Total..... | 465 |

4. Does not this system discourage the less mature and the sluggish minds of the class while it wastes the opportunities of the bright minds?

| | |
|--|-----|
| Yes..... | 223 |
| No..... | 41 |
| That is the tendency..... | 20 |
| To a great extent..... | 18 |
| To some extent..... | 20 |
| Yes; a good teacher may avoid it..... | 14 |
| Yes; in a rigid system..... | 16 |
| Yes; in the lower grades; little evidence of such effect in the higher..... | 1 |
| More harm is done to bright than to sluggish pupils..... | 5 |
| Perhaps bright pupils are wrong..... | 1 |
| It renders the sluggish indifferent..... | 2 |
| The sluggish suffer most..... | 4 |
| Some of the laggards might be discouraged..... | 1 |
| To the first part of the question, yes; to the second part, no..... | 1 |
| To the first part of the question, no; to the second part, yes..... | 10 |
| To the first part of the question, it is uncertain; to the second part, yes..... | 8 |
| Not necessarily..... | 38 |
| It depends on the teacher..... | 4 |
| Not so as we manage it..... | 2 |
| Such results are avoided by individual promotions and demotions..... | 10 |
| Vague or noncommittal replies..... | 26 |
| Total..... | 465 |

5. Under the system of year-long intervals between classes, is not the progress of the whole school kept down to the pace of the slowest and weakest pupils?

| | |
|--|-----|
| Yes..... | 119 |
| No..... | 40 |
| That is the tendency..... | 57 |
| Approximately..... | 15 |
| To a great extent..... | 16 |
| The progress is slower than the pace of the average pupil..... | 21 |
| The pace is that of the average..... | 68 |
| Not entirely..... | 12 |
| Yes; remedy, irregular promotions..... | 7 |
| Yes; in a rigid system..... | 15 |
| Yes; as far as the work required for promotion is concerned..... | 1 |
| Not necessarily..... | 29 |
| No; the slow ones are neglected..... | 6 |
| No; this is prevented by individual promotions..... | 7 |
| No; it is prevented by the demotion of dull pupils..... | 11 |
| Not so under our plans..... | 8 |
| Not necessarily; it may be prevented by individual promotions and demotions..... | 9 |
| It depends on the teacher..... | 5 |
| Vague or noncommittal replies..... | 19 |
| Total..... | 465 |

III.

STATISTICS OF CLASS INTERVALS IN THE SEVERAL GRADES IN CITY PUBLIC-SCHOOL SYSTEMS.

| Grade. | Number of cities in which the class intervals are— | | | | | | Number of vague or indefinite answers. | Whole number of replies received. |
|---------------------|--|--------------------------|---------------------------------|--------------|--|------------------------------|--|-----------------------------------|
| | A school year. | Less than a school year. | Between a half year and a year. | A half year. | Between a quarter of a year and a half year. | A quarter of a year or less. | | |
| ELEMENTARY SCHOOLS. | | | | | | | | |
| First grade | 197 | 237 | 6 | 131 | 68 | 32 | 31 | 465 |
| Second grade | 226 | 216 | 5 | 150 | 47 | 14 | 23 | 465 |
| Third grade | 236 | 204 | 4 | 154 | 37 | 9 | 25 | 465 |
| Fourth grade | 247 | 191 | 5 | 153 | 27 | 6 | 27 | 465 |
| Fifth grade | 254 | 185 | 5 | 154 | 22 | 4 | 26 | 465 |
| Sixth grade | 260 | 175 | 5 | 147 | 21 | 2 | 25 | 460 |
| Seventh grade | 270 | 160 | 4 | 137 | 17 | 2 | 27 | 457 |
| Eighth grade | 269 | 148 | 3 | 128 | 14 | 3 | 28 | 445 |
| Ninth grade | 38 | 13 | 1 | 11 | 1 | 0 | 6 | 57 |
| HIGH SCHOOL. | | | | | | | | |
| First year | 341 | 84 | 10 | 71 | 2 | 1 | 28 | 453 |
| Second year | 340 | 80 | 9 | 70 | 1 | 0 | 28 | 448 |
| Third year | 343 | 70 | 8 | 62 | 0 | 0 | 27 | 440 |
| Fourth year | 278 | 58 | 5 | 53 | 0 | 0 | 22 | 358 |

LIST OF CITIES IN WHICH THE CLASS INTERVALS IN THE EIGHTH ELEMENTARY GRADE ARE LESS THAN A YEAR.

California.—Los Angeles.*Connecticut*.—Rockville.*Delaware*.—Wilmington.*Georgia*.—Americus.*Illinois*.—Belleville, Duquoin, East St. Louis, Galesburg, Monmouth, Paris, Rock Island, Rockford, Sterling, Streator.*Indiana*.—Elkhart, Evansville, Hammond, Huntington, Indianapolis, Lawrenceburg, Logansport, Marion, Michigan City, Peru, Richmond, Seymour, Shelbyville, Terre Haute, Valparaiso.*Iowa*.—Atlantic, Council Bluffs, Creston, East Des Moines, Mason City, North Des Moines, Dubuque, Le Mars, Marshalltown, Oskaloosa, Waterloo.*Kansas*.—Atchison, Kansas City, Leavenworth, Newton, Parsons, Topeka, Wellington.*Kentucky*.—Frankfort.*Louisiana*.—Shreveport.*Massachusetts*.—Dedham, Fall River, Lawrence, North Adams, Salem, Watertown.*Michigan*.—Bay City, Detroit, Flint, Grand Rapids, Ionia, Kalamazoo, Menominee, Ypsilanti.*Minnesota*.—Duluth, Minneapolis, St. Cloud, Winona.*Mississippi*.—Greenville.*Missouri*.—Carthage, Clinton, Hannibal, Kansas City, Louisiana, Mexico, Moberly, St. Louis, Springfield, Warrensburg.*Montana*.—Helena.*Nebraska*.—Grand Island, Hastings, Omaha, South Omaha.*New Hampshire*.—Manchester.*New Jersey*.—Bayonne, Camden, Jersey City, Passaic, Paterson, Salem.*New York*.—Albany, Brooklyn, Flushing, Glens Falls, Ithaca, Lockport, Middletown, Malone, New Rochelle, New York, Niagara Falls, Port Jervis, Syracuse, Whitehall.*Ohio*.—Akron, Bucyrus, Nelsonville, Youngstown.*Oregon*.—Astoria, Portland.*Pennsylvania*.—Bristol, Butler, Conshohocken, Dubois, Hazleton, Mauch Chunk, Middletown, Meadville, New Brighton, Norristown, Philadelphia, Phoenixville, Tamaqua, Tyrone, Uniontown, Washington, Wilkesburg, Williamsport.*Rhode Island*.—Providence.*Texas*.—Austin, Brownsville, Corpus Christi, Corsicana, Dallas, Denison, Galveston, Palestine, Paris.*Utah*.—Provo.*Virginia*.—Manchester, Richmond.*Washington*.—Seattle, Spokane, Tacoma, Wallawalla.*Wisconsin*.—Ashland, Eau Claire, La Crosse, Superior.

ARRANGEMENT OF CLASS INTERVALS IN THE SEVERAL

| | City. | Elementary schools. | | | | |
|----|------------------------------|----------------------------------|------------------------|------------------------|------------------------|------------------------|
| | | First grade or year. | Second grade. | Third grade. | Fourth grade. | Fifth grade. |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| | CALIFORNIA. | | | | | |
| 1 | San Francisco..... | $\frac{1}{2}$ year to 1 year. | 1 year.... | 1 year.... | 1 year.... | 1 year.... |
| | COLORADO. | | | | | |
| 2 | Denver (District No. 1)..... | 3 months | 4 months.. | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... |
| | CONNECTICUT. | | | | | |
| 3 | New Haven..... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... |
| | DELAWARE. | | | | | |
| 4 | Wilmington..... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... |
| | DISTRICT OF COLUMBIA. | | | | | |
| 5 | Washington | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... |
| | GEORGIA. | | | | | |
| 6 | Atlanta..... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... |
| | ILLINOIS. | | | | | |
| 7 | Chicago..... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... |
| | INDIANA. | | | | | |
| 8 | Indianapolis | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... |
| | KENTUCKY. | | | | | |
| 9 | Louisville..... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... |
| | LOUISIANA. | | | | | |
| 10 | New Orleans..... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... |
| | MARYLAND. | | | | | |
| 11 | Baltimore..... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... |
| | MASSACHUSETTS. | | | | | |
| 12 | Boston..... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... |
| 13 | Cambridge..... | 1 year.... | 1 year.... | 1 year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... |
| 14 | Fall River..... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... |
| 15 | Worcester..... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... |
| | MICHIGAN. | | | | | |
| 16 | Detroit..... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... |
| 17 | Grand Rapids..... | 6 weeks.. | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... |
| | MINNESOTA. | | | | | |
| 18 | Minneapolis..... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... |
| | MISSOURI. | | | | | |
| 19 | Kansas City..... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... |
| 20 | St. Louis | 2-5 weeks. | 2-5 weeks. | 5 weeks. | 5-10 weeks. | 5-10 weeks. |
| | NEBRASKA. | | | | | |
| 21 | Omaha | 13 weeks. | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... |
| | NEW JERSEY. | | | | | |
| 22 | Camden..... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... |
| 23 | Jersey City | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... |
| 24 | Newark..... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... |
| 25 | Paterson | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... |
| 26 | Trenton..... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... |

GRADES OF THE PUBLIC SCHOOLS IN 41 PRINCIPAL CITIES.

| Elementary schools. | | | | High schools. | | | | |
|--------------------------------------|--------------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|----|
| Sixth grade. | Seventh grade. | Eighth grade. | Ninth grade. | First year. | Second year. | Third year. | Fourth year. | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| 1 year.... | 1 year.... | 1 year.... | ..... | 1 year.... | 1 year.... | 1 year.... | ..... | 1 |
| $\frac{1}{2}$ year.... | 1 year.... | 1 year.... | ..... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 2 |
| 1 year.... | 1 year.... | 1 year.... | ..... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 3 |
| $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | ..... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | ..... | 4 |
| 1 year.... | 1 year.... | 1 year.... | ..... | 1 year.... | 1 year.... | 1 year.... | ..... | 5 |
| 1 year.... | 1 year.... | 1 year.... | ..... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 6 |
| 1 year.... | 1 year.... | 1 year.... | ..... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 7 |
| $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | ..... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | 8 |
| 1 year.... | 1 year.... | 1 year.... | ..... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 9 |
| 1 year.... | 1 year.... | 1 year.... | ..... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 10 |
| 1 year.... | 1 year.... | 1 year.... | ..... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 11 |
| 1 year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 12 |
| $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 13 |
| $\frac{1}{2}$ year.... | 1 year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 14 |
| 1 year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 15 |
| $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | ..... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | 16 |
| $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | ..... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | 17 |
| $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | ..... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 18 |
| $\frac{3}{4}$ year.... | $\frac{1}{4}$ year.... | $\frac{1}{2}$ year.... | ..... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | 19 |
| $\frac{1}{4}$ to $\frac{1}{2}$ year. | $\frac{1}{4}$ to $\frac{1}{2}$ year. | $\frac{1}{2}$ year.... | ..... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | 20 |
| $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | ..... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 21 |
| $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | ..... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | 22 |
| $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | ..... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | 23 |
| $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | ..... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 24 |
| $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | ..... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 25 |
| 1 year.... | 1 year.... | 1 year.... | ..... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 26 |

ARRANGEMENT OF CLASS INTERVALS IN THE SEVERAL GRADES

| | City. | Elementary schools. | | | | |
|----|--------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| | | First grade or year. | Second grade. | Third grade. | Fourth grade. | Fifth grade. |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| | NEW YORK. | | | | | |
| 27 | Albany | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... |
| 28 | Brooklyn..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... |
| 29 | Buffalo..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... |
| 30 | New York | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... |
| 31 | Rochester | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... |
| 32 | Syracuse | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... |
| 33 | Troy | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... |
| | OHIO. | | | | | |
| 34 | Cincinnati..... | 1 year..... | 1 year..... | 1 year..... | 1 year..... | 1 year..... |
| 35 | Cleveland | 1 year..... | 1 year..... | 1 year..... | 1 year..... | 1 year..... |
| | PENNSYLVANIA. | | | | | |
| 36 | Allegheny..... | 1 year..... | 1 year..... | 1 year..... | 1 year..... | 1 year..... |
| 37 | Philadelphia | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... |
| | RHODE ISLAND. | | | | | |
| 38 | Providence | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... |
| | TENNESSEE. | | | | | |
| 39 | Nashville | 1 year..... | 1 year..... | 1 year..... | 1 year..... | 1 year..... |
| | VIRGINIA. | | | | | |
| 40 | Richmond..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... | $\frac{1}{2}$ year..... |
| | WISCONSIN. | | | | | |
| 41 | Milwaukee..... | 1 year..... | 1 year..... | 1 year..... | 1 year..... | 1 year..... |

OF THE PUBLIC SCHOOLS IN 41 PRINCIPAL CITIES—Continued.

| Elementary schools. | | | | High schools. | | | | |
|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|----|
| Sixth grade. | Seventh grade. | Eighth grade. | Ninth grade. | First year. | Second year. | Third year. | Fourth year. | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | 27 |
| $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | 28 |
| 1 year.... | 1 year.... | 1 year.... | | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | 29 |
| $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | 30 |
| $\frac{1}{2}$ year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 31 |
| $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | 32 |
| 1 year.... | 1 year.... | 1 year.... | | 1 year.... | 1 year.... | 1 year.... | | 33 |
| 1 year.... | 1 year.... | 1 year.... | | 1 year.... | 1 year.... | 1 year.... | | 34 |
| 1 year.... | 1 year.... | 1 year.... | | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 35 |
| 1 year.... | 1 year.... | 1 year.... | | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 36 |
| $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 37 |
| $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | Not stated. | | | | 38 |
| 1 year.... | 1 year.... | 1 year.... | | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 39 |
| $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | | | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | $\frac{1}{2}$ year.... | | 40 |
| 1 year.... | 1 year.... | 1 year.... | | 1 year.... | 1 year.... | 1 year.... | 1 year.... | 41 |



CHAPTER XXVIII.

EDUCATIONAL STATISTICS.

I. REPORTS MADE TO THE DEPARTMENT OF SUPERINTENDENCE OF THE NATIONAL EDUCATIONAL ASSOCIATION BY ITS COMMITTEE, ON SCHOOL STATISTICS.

(a) PRELIMINARY REPORT, MADE AT THE PHILADELPHIA MEETING, FEBRUARY, 1891.

GENTLEMEN: Your committee appointed at the last annual meeting for the purpose of considering and reporting on the subject of school statistics, beg leave to offer the following preliminary report, setting forth the results of their studies on the subject, and postponing for another meeting, or for the work of another committee, if it be your pleasure, the completion of the details of a scheme of statistics which will afford the data required for a comparative study of domestic and foreign educational systems.

Your committee would first call attention to the object and purpose of collection of statistics, which they conceive to be the following:

Statistics reveal the nature and efficiency of the powers and forces involved in a process. Forces and powers are revealed in their results. Their results are of little moment, if dead results, except as they indicate what the living power has been and still is. In matters of education we inquire into the aims and purposes of the educative process, and learn this by a quantitative study of the means employed and the results obtained. It is evident, therefore, at the outset, that the quantities given by our statistical tables can have no significance except in connection with the qualitative elements involved. We pass over at once from the how many to the what kind. We seek, again, new quantitative data that may indicate the quality, but we never reach quantitative data that are significant in and for themselves.

Your committee would suggest as the four principal heads under which school statistics may be grouped: First, attendance of pupils. Second, course of study. Third, teaching forces and appliances. Fourth, support—revenue and expenditures. Under these four heads they would group the following details:

I.

Statistics of attendance should answer questions like the following: (a) How many? (b) How long? (c) Who? That is to say: (1) How many pupils in the aggregate? (2) How many relatively to the entire population? (3) How many relatively to the population of the school age, say 5 to 21, 6 to 14, or some other period agreed upon? Then this item should be further defined in five items: (1) How many enrolled during the annual session of school? *(2) How many as aver-

* In a report made to the National Council of Education in 1891, by W. T. Harris, chairman of committee, the question of duplicate enrollments was discussed as follows (Proc. Nat. Ed. Ass., 1891, 364, 365):

"We have to inquire first, what is the total number of different pupils enrolled in school in the course of the year? This is the simplest of all inquiries, and yet there is great difficulty in obtaining accuracy in regard to it, for the reasons: first, inaccurate bookkeeping by the teacher; secondly, the habit of duplicate registrations.

"The statistics of no country or State can be considered as yet perfectly reliable in this item. Here are some of the ways in which duplicate registration comes in:

"(a) In rural districts a winter school is kept by one teacher, probably a man, and in the summer another session is kept, and by a woman. The statistics of these schools are reported to the central office of the town and thence to the State without making account of the duplicate registration of pupils. The summer school registers a large number of new pupils, especially of young children, but retains a good many of the winter pupils. As towns grow populous the two-session school is supplanted by the continuous-term school, and one registration takes the place of two. The States with rural districts which are gradually adopting the continuous-term school, therefore, frequently show a decrease in the annual enrollment of pupils, and seem, therefore, to be retrograding, whereas they are

age belonging? (3) How many in actual average daily attendance? (4) How many were dropped and afterward readmitted? (5) The number of cases of tardiness.

Under the second item of attendance (How long?) we wish the number of daily school sessions for the year, and the hours of a school session, the length and hour of recesses and intermissions.

Under the third item of Who? we include such terms as—(1) How many of each sex? (2) How many at each year of age, and the average age? (3) Race. (4) How many born in the town or State where the school is situated? (5) How many born in other parts of the same nation? (6) How many born abroad? (7) Occupations of parents.

II.

Under the second of our four chief heads we should ask for statistics regarding the course of study, and thus determine by this grade of schools as follows: (a) Kindergarten. (b) Primary and grammar school. (c) Secondary education. (d) Higher education.

We should ask very carefully as to the relations of these items to the first class of items, especially age, sex, and average attendance.

The primary and grammar schools are to be distinguished from the secondary schools by the following tests: The introduction of algebra or of an ancient or modern language marks the beginning of the secondary course of study. The higher course of study should be marked by analytic mathematics, or by logical and philosophical studies, or by advanced language studies.

III.

The third general head, "The Teaching Forces and Appliances," includes: (1) Buildings and accommodations. (2) Size of schools under one principal teacher (or else number of pupils per teacher). (3) Number of teachers. (4) Supervision. (5) Means of training teachers. (6) Examinations of teachers. (7) Methods of discipline and instruction used by teachers.

IV.

The fourth general head, "The Support of Schools," includes: (1) Revenue, items of: (a) Receipts from State and local taxation. (b) Receipts from funds or productive property. (c) Receipts, if any, from tuition. (2) Expenditures: (a) For teachers' salaries, including supervision. (b) Incidentals, including janitor hire, fuel, apparatus, and other current expenses. (c) Permanent investments, including building and repairs.

Your committee would call attention to the importance of a detailed discussion of the use to be made of these several items, in studying the effective forces of educational systems, and in comparing one with another. Such discussion is not here attempted, but is suggested as a proper subject of a supplementary report. Moreover, your committee have observed the prime necessity for such a definition of the several items as to prevent misunderstanding. A description of the best methods of

improving the quality and quantity of their education by increasing the annual term of school, and by engaging better teachers, and by actually enrolling a larger number of pupils, though not counting any of these twice.

"(b) But there is another source of duplicate enrollment in the fact that some schools—private academies being the first to do this—count each term of the year a separate affair, and give the enrollment for each of the three or four terms first in detail and then in the aggregate, without deducting duplications.

"(c) A third and more dangerous form of duplicate enrollment comes from enrolling twice those who are promoted from one school to another during the year; they are counted once in the primary school, for example, and again in the intermediate or grammar school to which they are transferred. This third form of duplicate enrollment used to vitiate the statistics of the large cities on the Atlantic coast—Philadelphia, in one year, for example, counting some 70,000 pupils twice in its returns, and making an aggregate of 177,000 when only 107,000 different pupils were actually enrolled.

"(d) Another cause of duplication is the neglect to make a matter of registration of the item of attendance of a pupil in another school within the same year, when receiving him by transfer. The constantly shifting population of a city causes this to be a considerable item.

"(e) Lastly, carelessness in keeping the annual register of a large school leads to a duplicate enrollment of many pupils who leave in the fall and return to school in the spring. Their former attendance has been forgotten by the principal of the school.

"There is need for a good device to prevent this duplicate enrollment, which vitiates all conclusions based on the item of actual school attendance. It should be required of each teacher to enter in a column after each pupil's name the fact of attendance or nonattendance previously in the same year in any other school in the State.

"In all large schools, where there are many teachers and many separate roll books kept, it should be required by the principal that each teacher should keep a column in which he or she write after each pupil's name the 'annual register number,' for the pupils enrolled in the annual register should be numbered. This 'annual register number' will prevent duplicate registration in the same school, and will facilitate the transfer of items of each separate teacher's roll book to the general register."

keeping and tabulating the several items would also be a very useful addition to such a report.

In dealing with reports, not merely reports from a foreign country, but with reports from different sections of the United States, your committee has been impressed with the necessity of a glossary of terms used in tabulating statistics. There should be a careful collation of all terms and designations used here and abroad, and so minute a description given of the processes of ascertaining the data under the several heads as to leave no doubt in the mind as to the exact meaning of each. Without this accurate information there can be no satisfactory comparative study of school systems.

All of which is respectfully submitted.

W. T. HARRIS.
JAS. MACALISTER.
GEORGE P. BROWN.

(b) REPORT MADE AT THE BROOKLYN MEETING, FEBRUARY, 1892.

To the Department of Superintendence:

GENTLEMEN: Your committee, consisting of the undersigned and Messrs. James MacAlister and George P. Brown, holding over from the last year, conclude their report on statistics by offering, first, a list of the items which, in their opinion, should be collected to show the workings of a school system. They have arranged these items in three classes. The first class includes the essential data which should be taken every year, and from all schools. This first list contains the essential and indispensable items for every annual report. The second list contains the more important of what we may call occasional statistics, and should not be expected every year, perhaps, nor from all schools. A State superintendent may, for example, collect statistics one year regarding the place of nativity of pupils and parents, another year he may take occupations, and another year he may collect items regarding the preparation of the teaching force.

In our third list we have included still less essential items, which may be collected at still rarer intervals.

In the next place, we have given a tabular summary showing in detail the items actually collected in the several States of the Union, and side by side with it an exhibit of the statistical items collected in the several countries of Europe. As these details can not be read before an audience, your committee submit the same for printing in an appendix, hoping that they will be found useful to State officers in the preparation of their forms and blanks for collecting these returns.

All of which is respectfully submitted.

W. T. HARRIS,
Chairman of Committee.

APPENDIX I.

SCHOOL STATISTICS.

I. Fundamental items.

1. Number of children of legal school age, classified by race and sex (school population): (a) White males, (b) white females, (c) colored males, (d) colored females. (These letters, a, b, c, d, are used in these tables always to indicate race or sex as here indicated.)
2. Number of pupils enrolled on the school registers (excluding duplicate registrations), classified by race and sex (a + b + c + d). The plus sign (+), when used, indicates that the items between which it is placed are taken separately. Thus a + b means that the white males and white females are given separately. Where this plus sign is omitted the items are not given separately in the reports.
3. Average daily attendance, classified by race and sex.
4. Average length of school year (days).
5. Number of teachers, classified by race and sex.
6. Number of pupils receiving kindergarten instruction, classified by race and sex.
7. Number of pupils receiving elementary instruction (including kindergarten pupils), classified by race and sex.
8. Number of pupils receiving secondary instruction, classified by race and sex.
9. Number of students receiving higher instruction, including colleges, schools of medicine, theology, law, technology, classified by race and sex.
10. Number of students in special schools, classified by race and sex, including trade schools, evening schools of all kinds, manual training schools, schools for the defective and dependent classes, reform schools, commercial schools, and nurses' training schools.
11. Number of buildings used as schoolhouses.
12. Total seating capacity of such buildings (number of pupils that can be accommodated).
13. Value of all property used for school purposes.
14. Average monthly salaries of teachers classified by race and sex.
15. Total school revenue. (1) Income from productive funds and rents. (2) State school fund. (3) Local taxes. (4) Other sources.
16. Total expenditure. (1) Salaries of teachers (including supervision). (2) Other current expenses. (3) Permanent expenditure (for buildings, grounds, etc.).
17. Amount of permanent invested funds.

II. Less essential but desirable items.

18. Age classification of pupils enrolled. (1) Number of pupils under six. (2) Number of pupils between six and seven, etc. * * * (11) Number of pupils between fifteen and sixteen. (12) Number of pupils over sixteen.
19. Number of cases of tardiness.
20. (1) Number of pupils born within the State. (2) Number of pupils born in other States. (3) Number of pupils born in foreign countries.
21. Occupations of parents: (1) agents, (2) bankers and brokers, (3) clerks and salesmen, (4) domestic servants and waiters, (5) draymen and teamsters, (6) farmers, (7) factory and mill operatives, (8) hotel and boarding-house keepers, (9) laborers (unskilled), (10) manufacturers, (11) mariners and boatmen, (12) mechanics and artisans, (13) miners and quarrymen, (14) merchants, traders, and dealers, (15) professionals, (16) public officials and employes, (17) railroad employes, (18) seamstresses, (19) saloon-keepers and bartenders, (20) unclassified.
22. Average number belonging, including temporary absentees.
23. Number of pupils in each branch of study.
24. (1) Average age of kindergarten pupils, (2) average age of elementary pupils, (3) average age of secondary pupils, (4) average age of higher pupils, (5) average age of special pupils.
25. (1) Number of normal schools. (2) Enrollment in normal department. (3) Average attendance (4) Number of teachers. (5) Expenses.

III. Occasional items.

26. (1) Number of teachers who have taught less than two years. (2) Number from two to five years. (3) Number over five years.
27. (1) Number of applicants for teachers' certificates. (2) Number who are certified.
28. (1) Number of teachers graduates of normal schools. (2) Number of teachers graduates of universities and colleges. (3) Number of teachers graduates of high schools, academies, etc. (4) Number of teachers who have received only an elementary education.
29. Number of pupils dropped and readmitted in the course of the year.
30. Number of hours in each school session.
31. Length of recesses or intermissions, and time of beginning.
32. Number of cases of corporal punishment.
33. Number of pupils promoted to next higher grade.

APPENDIX II.

An exhibit showing which of the essential items enumerated in Appendix I are reported by the several States of the Union and by leading foreign nations.*

I. The United States.

- Alabama*.—1. ab + cd (enumeration made on alternate years). 2. ab + cd. 3. ab + cd. 4. ab + cd. 5. a + b + c + d. 14. ab + cd. 15. (1) + (2) + (4); (3) is imperfectly given. 16. (1) and (3) are only reported in city districts. 23. 25.
- Arizona*.—1. ab. 2. a + b. 3. ab. 4. 5. a + b. 13. 14. a + b. 15. 16. 22.
- Arkansas*.—1. a + b + c + d. 2. a + b + c + d. 5. ac + bd. 11. 13. 14. ac + bd. 15. 16.
- California*.—1. a + b + c + d. 2. a + b. 3. ab. 4. 5. a + b. 7. 8. 11. 13. 15. 16. 22. 25. 27. 28.
- Colorado*.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 7. 8. 11. 12. 13. 14. a + b. 15. 16.
- Connecticut*.—1. ab. 2. ab. 3. ab. 4. 5. a + b. 6. 11. 12. 13. 14. a + b. 15. 16. 26.
- Delaware*.—1. a + b. 2. a + b. 3. 4. 5. a + b. 13. 14. a + b. 15. 16. 23. ab.
- District of Columbia*.—2. a + b + c + d. 3. ab + cd. 4. 5. a + b + c + d. 6. 7. 8. 10. 14. ab + cd. 15. 16. 22. 25. (1) (2) (3) (4).
- Florida*.—2. a + b + c + d. 3. ab + cd. 4. 5. a + b + c + d. 11. 13. 14. 15. 16. 23.
- Georgia*.—2. a + b + c + d. 3. ab + cd. 5. a + b + c + d. 7. 8. 15. 16. 23.
- Idaho*.—2. a + b. 4. 5. a + b. 15. 16.
- Illinois*.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 8. a + b. 11. 13. 14. a + b. 15. 16. 17. 25. (1) (2) (3) (4) (5). 27.
- Indiana*.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 11. 13. 14. a + b. 15. 16. 25.
- Iowa*.—1. a + b. 2. ab. 3. ab. 4. 5. a + b. 14. a + b. 15. 16. 26. (1) (2). 27. (1) (2).
- Kansas*.—1. ac + bd. 2. ac + bd. 3. ac + bd. 4. 5. a + b. 11. 13. 14. a + b. 15. 16. 27.
- Kentucky*.—1. a + b + c + d. 2. a + b + c + d. 3. a + b + c + d. 4. 5. a + b + c + d. 7. 8. 11. 13. 14. a + b + c + d. 15. 16. 23. (1) (4). 25. 26. (1). 27. (1) (2). 28. (1).
- Louisiana*.—2. a + b + c + d. 3. ab + cd. 4. 5. a + b + c + d. 11. 14. a + b + c + d. 15. 16.
- Maine*.—1. ab. 2. ab. 3. ab. 4. 5. a + b. 11. 13. 14. a + b. 15. 16. 23.
- Maryland*.—2. a + b + c + d. 3. ab + cd. 4. 5. a + b + c + d. 11. 15. 16. 23.
- Massachusetts*.—1. ab. 2. ab. 3. ab. 4. 5. a + b. 8. 14. a + b. 15. 16. 22. 25. 28. (1).
- Michigan*.—1. a + b. 2. a + b. 4. 5. 11. 12. 13. 15. 16.
- Minnesota*.—1. ab. 2. ab. 3. ab. 4. 5. a + b. 11. 13. 14. a + b. 16. 28. (1) (2) (3).
- Mississippi*.—1. a + b + c + d. 2. a + b + c + d. 3. a + b + c + d. 4. 5. a + b + c + d. 11. 13. 14. a + b + c + d. 15. 16. 27. (1) (2).
- Missouri*.—1. a + b + c + d. 2. a + b + c + d. 3. 5. 12. 13. 14. 15. 16. 27. b. 28. (1).
- Montana*.—1. a + b. 2. ab. 3. ab. 4. 5. a + b. 11. 13. 15. 16. 28. (1).
- Nebraska*.—1. ac + bd. 2. ac + bd. 3. abcd. 4. 5. ac + bd. 7. 8. 11. 13. 15. 16. 18. 27. (1) (2).
- Nevada*.—1. ab + cd. 2. ac + bd. 3. a + b + c + d. 4. 5. a + b. 11. 13. 14. a + b. 15. 16. 22. 26. (1).
- New Hampshire*.—2. a + b. 3. 4. 5. a + b. 11. 13. 14. a + b. 15. 16. 22. 26. (1).

*Acknowledgment is here made by the committee to Mr. F. E. Upton, of the Bureau of Education, for valuable assistance in the compilation of this and the following appendices. (W. T. H.)

- New Jersey*.—1. abed. 2. abed. 3. abcd. 4. 5. ac+bd. 11. 12. 13. 14. ac+bd. 15. 16. 18. 27. (1) (2).
- New Mexico*.—1. a+b. 2. a+b. 3. a+b. 4. 5. a+b. 15. 16.
- New York*.—1. ab. 2. ab. 3. ab. 4. 5. a+b. 11. 13. 14. 15. 16. 27. (1) (2).
- North Carolina*.—1. a+b+c+d. 2. a+b+c+d. 3. abcd. 4. 5. abed. 15. 16. 23.
- North Dakota*.—1. a+b. 2. a+b. 3. ab. 4. 5. a+b. 7. 8. 11. 13. 14. a+b. 15. 16. 23.
- Ohio*.—1. a+b. 2. ac+bd. 3. ac+bd. 4. 5. a+b. 7. 8. 11. 13. 14. a+b. 15. 16. 23.
- Oregon*.—1. a+b. 2. a+b. 3. a+b. 4. 5. a+b. 11. 13. 14. a+b. 15. 16. 23. 27. (1) (2).
- Pennsylvania*.—1. ab. 2. a+b. 3. ab. 4. 5. a+b. 11. 12. 13. 14. a+b. 16. 26. (1) (4). 27. (1) (2). 28. (1) (2) (3).
- Rhode Island*.—1. ab. 2. a+b. 3. ab. 4. 5. a+b. 11. 13. 15. 16. 23.
- South Carolina*.—2. a+b+c+d. 3. a+b+c+d. 4. 5. a+b+c+d. 11. 13. 14. ac+bd. 15. 16. 23.
- South Dakota*.—1. a+b. 2. a+b. 3. ab. 4. 5. a+b. 11. 12. 13. 14. a+b. 15. 16. 23. 27. (1) (2).
- Tennessee*.—1. a+b+c+d. 2. a+b+c+d. 3. ac+bd. 4. 5. a+b+c+d. 11. 13. 14. a+b+c+d. 15. 16. 23.
- Texas*.—2. a+b+c+d. 4. 5. ac+bd. 11. 12. 13. 14. a+b+c+d. 15. 16. 17. 23. 28. (1) (2).
- Utah*.—1. a+b. 2. a+b. 3. ab. 4. 5. a+b. 13. 14. a+b. 15. 16. 23.
- Vermont*.—1. a+b. 2. a+b. 4. 5. a+b. 7. 8. 13. 14. a+b. 15. 16. 18. 23.
- Virginia*.—1. a+b+c+d. 2. a+b+c+d. 3. a+b+c+d. 4. 5. a+b+c+d. 8. ab+cd. 11. 12. ab+cd. 13. 14. ac+bd. 15. 16. 18. 24. 25. 27. (1) (2).
- Washington*.—1. a+b. 2. a+b. 3. a+b. 4. 5. a+b. 7. 8. 11. 12. 13. 14. a+b. 15. 16. 27. (1) (2).
- West Virginia*.—2. a+b+c+d. 3. a+b+c+d. 4. 5. a+b+c+d. 11. 13. 15. 16. 23. 27.
- Wisconsin*.—1. a+b. 2. a+b. 4. 5. a+b. 11. 12. 13. 14. a+b. 15. 16.

II. Foreign countries.

- Canada, England*.—1. ab. 2. a+b. 3. a+b. 4. 5. a+b. 6. a+b. 7. a+b. 12. 14. a+b (yearly) 15. 16. 18. ab (a+b in some cities). 23. 25. 26 (in some cities). 27. 28.
- Scotland*.—1. ab. 2. a+b. 3. a+b. 4. 5. a+b. 6. a+b. 7. a+b. 8. a+b. 12. 14. a+b (average annual salary). 15. 16. 18. ab. 23. 25. 27. 28.
- France*.—1. a+b. 2. a+b. 4. 5. a+b. 6. a+b. 7. a+b. 8. a+b. 9. ab. 10. ab. 11. 14. 15. 16. 18. 21 (Paris). 23. 28. 30. 31.
- Italy*.—1. ab. 2. a+b. 4 (by months). 5. a+b. 6. ab (reports infant schools which include Froebelian methods and a few kindergartens in the largest cities). 7. a+b. 8. a+b. 9. ab. 10. a+b. 11. 14. a+b (reports maximum and minimum annual salary). 15. 16. 25. a+b. 27. a+b (reports numbers certified). 28. a+b (reports graduates of normals). 30. 31.
- Netherlands*.—1. ab. 2. a+b. 5. a+b. 7. a+b (kindergartens not included). 8. a+b. 9. a+b. 10. a+b. 11. 14. ab (reports maximum and minimum annual salary). 15. 16. 23. a+b. 25. a+b. 27. a+b. 28. a+b (reports graduates of normals). 33. ab.
- Spain*.—1. ab. 2. a+b. 3. a+b. 5. a+b. 7. a+b (kindergartens not included). 8. a+b. 9 (in part). 10 (in part). 11. 14. a+b (reports maximum and minimum annual salary). 15. 16. 25. a+b. 27. ab (reports numbers certified and those certificated). 28. ab (reports graduates with normal certificates). 30. 31.
- Norway*.—1. ab. 2. a+b. 4 (reports number of weeks). 5. a+b. 7. a+b (kindergartens not included). 8. a+b. 9. ab. 15. 16. 25. ab. 28. ab (reports graduates of normal schools and academies). 30. 31.
- Sweden*.—1. ab. 2. a+b. 4 (by weeks). 5. a+b. 7. a+b (kindergartens not included). 8. a+b. 9. ab. 10. a+b. 11. 14. a+b (reports maximum and minimum annual salary). 15. 16. 18. ab. 23. ab (reports per cent of pupils in each branch in secondary schools). 25. a+b (reports separate schools for the sexes). 30. 31. 33. ab.
- Russia*.—1. ab. 2. a+b. 5. ab. 7. a+b (kindergartens not included). 8. a+b. 9. a+b. 10. a+b. 15. 16. 25. a+b.
- Prussia*.—1. a+b. 2. a+b (every third year). 4. 5. a+b. 7. a+b. 8. a+b. 9. ab. 11. 15. 16. 17 (every third year). 25. 27. 28. 30.
- Saxony*.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 9. ab. 10. ab. 11. 15. 16. 17 (every third year). 25. 27. 28. 30.
- Württemberg*.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 9. ab. 10. ab. 11. 15. 16. 17 (only partially). 25. 27. 28. 30.
- Hamburg*.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 10. ab. 11. 15. 16. 17. 25. 27. 28.
- Bremen*.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 10. ab. 11. 15. 16. 25. 27. 28.
- Lubeck*.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 10. ab. 11. 15. 16. 25. 27. 28.
- Austria*.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 9. ab. 10. 11. 25. 27. 28. 30.
- Hungary*.—1. a+b. 2. a+b. 4. 5. a+b. 6. a+b. 7. a+b. 8. a+b. 9. ab. 10. ab. 11. 15. 16. 17. 25. 27. 28. 30.
- Switzerland*.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 9. a+b. 10. ab. 11. 15. 16. 25. 27. 28. 30.

APPENDIX III.

Giving the definitions of certain technical terms used in educational reports, together with their equivalents in certain foreign countries.

TECHNICAL TERMS USED IN EDUCATION—DEFINITIONS AND FOREIGN EQUIVALENTS.

1 (a). *School age*.—Age at which children are permitted free attendance at the public schools. This age varies in the different States, but 6 to 21 may be considered the representative school age in this country, being designed evidently to embrace all minors old enough to render school instruction advisable and profitable to them. The children of school age in each State, whatever that age may be, collectively constitute the school population of such State.

NOTE.—There are, in the foreign countries considered in this vocabulary, no terms corresponding in significance to "school age" and "school population," as understood in the United States. In a popular sense, however, as used in literature everywhere, "school age" includes the period of life from the age of 4 or 5 years to adult age, as the epoch most suitable for schooling.

1 (b). *Compulsory school age*.—The age at which children are obliged by law to attend school in those States of the Union having compulsory school laws. This age also varies in the several States, but 8 to 14 may be considered as the representative. The children subject to a compulsory school law constitute the "compulsory school population" of a State.

Eng. *Age for school attendance*.

Ger. *Schulpflichtige Alter*.

Fr. *Âge scolaire*.

It. *Obbligo di frequentare la scuola*.

Sp. *Edad escolar*.

NOTE.—The compulsory school age in the foreign countries considered above varies, but 6 to 13 may be regarded as typical. All the children subject to compulsory school laws in England and France, and the major part of those in Germany, are allowed free instruction at public schools.

1 (c). *School population*. See 1 (a) and note.

1 (d). *Compulsory school population*. For definition see 1 (b).

Eng. *Population of school age*.

Ger. *Schulpflichtige Kinder*.

Fr. *Enfants d'âge scolaire*; or, *Nombre d'enfants à instruire*.

It. *Popolazione da 6 a 12 anni*.

Sp. *Niños en edad de escuela*.

2. *Enrollment*.—Number of different pupils enrolled (or entered) on the school registers during any given year; or, in other words, the entire number of different pupils who have attended at any time during the year.

Eng. *Number of children (or scholars) on registers*.

Ger. *Zahl der Eingeschriebenen*.

Fr. *Nombre des inscrits*.

It. *Numero degli iscritti*.

Sp. *Número de niños concurrentes (or inscriptos, or matriculados)*.

3 (a). *Attendance*.—Number of pupils present (on any given day or at any given time.)

Eng. *Attendance*.

Ger. *Frequenz*, determined on two test-days (*Stichtage*) each year.

Fr. *Fréquentation*, or *Élèves présents*, determined as in Germany.

Sp. *Asistencia*.

3 (b). *Average attendance*.—Average number of pupils attending each day or session.

Eng. *Average attendance*.

Sp. *Asistencia media, or promedio de la asistencia diaria*.

4 (a). *School year*.—(1) The year, or period of twelve months, for which school officials are elected appropriations of money made, teachers hired, school reports made, etc., though the annual epoch of some of these features sometimes dates from a different day from that of others. In the United States the school year usually begins the first of July, or some other day during the summer vacation. The term is sometimes restricted to (2) that portion of the school year during which the schools are in actual session.

Eng. *School year*. "A year or other period for which an annual parliamentary grant is * * * paid or payable." It "is the year ending with the last day of the month preceding that fixed for the inspectors' annual visit."—Ed. Acts Man., 17 ed., p. 375.

Ger. *Schuljahr*.

Fr. *Année scolaire*.

It. *Anno scolastico*.

Sp. *Año escolar*.

4 (b). *Length of school year*.—The number of days, weeks, or months the schools were in actual session during the school year. The expressions "length of schools," "duration of schools," "length of school term," etc., are also used. The *average length of the school year* is the average of a group of schools in which the number of days of session varies. As in most foreign governmental school systems the number of days is nearly uniform, this latter term has little application outside of the United States.

Eng. *Number of times school has kept*. This must be divided by two to get the number of days.

Ger. *Dauer des Schuljahres*.

Fr. *Durée de l'année scolaire*.

Sp. *Número de días de clase*.

5. *Teacher*.—An instructor in an elementary or secondary school.

Eng. *Schoolmaster, schoolmistress, teacher*.

Ger. *Lehrer, Lehrerin*.

Fr. *Maître, maîtresse, instituteur, institutrice*.

It. *Insegnante maestro, maestra*.

Sp. *Maestro, maestra*.

6. *Kindergarten*.—A school for young children, from about 3 to 6 years, conducted after the methods of Froebel.

Eng. *Infant school, or class*.

Ger. *Kindergarten*.

Fr. *École maternelle*.

It. *Asili d'infanzia*.

Sp. *Jardín de infantes*.

7. *Elementary instruction*.—Instruction in the first principles or rudiments of knowledge, including chiefly reading, writing, spelling, arithmetic, grammar, geography, United States history, and often the outlines of natural history and science, the pupil being prepared by this course to enter upon algebra and Latin or some modern language. Usually in the United States the first eight years of a fully

graded public school course mark the period of elementary instruction, taking the child at the age of about 6 years. *Elementary schools* are schools in which elementary instruction is the sole or predominating feature. These in a fully graded course may be subdivided into *primary schools* (first four years) and *grammar (or intermediate) schools* (second four years). Kindergarten instruction is also classed as elementary.

Eng. *Elementary instruction.*

Ger. *Elementar-Unterricht.*

Fr. *Enseignement primaire* (excluding the "primaire supérieur").

It. *Istruzione elementare.*

Sp. *Enseñanza primaria.*

8. *Secondary instruction.*—This is supposed to begin the ninth year of the course of study, and to take up algebra, geometry, natural philosophy, physical geography, Latin, Greek, French, and German for some or all pupils, and for the whole or a part of the four years; also an outline study of universal history, English literature, and some of the special natural sciences, as geology, human physiology, botany, etc. A *secondary school* is a school whose ultimate object is to give a secondary education, and which may or may not have a preparatory course of elementary grade or pupils pursuing elementary studies.

Eng. *Secondary (or intermediate) instruction.* The term "secondary schools" in England is applied to certain groups of schools designed for the education of the upper and middle classes, including *endowed grammar (i. e., classical) schools, endowed nonclassical schools, private schools, and proprietary schools.* These are also known as *middle class schools.* They receive pupils at about the age of 8, continue them in their elementary studies, and carry them along to an age varying from 14 to 19, giving them an education in some cases higher, in others—especially in the "private" schools—not so high as is indicated by the term secondary in the United States. The nine great *public schools* of England (Eton, Harrow, etc.), which are properly "intermediate" schools—i. e., standing between preparatory primary schools or private tutors, and the "universities"—receive pupils from 10 to 15, and are of higher grade than most of the secondary schools of the United States. *Higher board schools* have developed in some of the large cities, and correspond nearly to our public secondary schools (high schools), giving to the children of their people an opportunity to continue their education beyond the elementary grade. About 89,000 pupils pursue high school subjects in elementary schools.

Ger. *Höhere Unterricht (i. e., higher than that given in the Volksschulen).*

Fr. *Enseignement primaire supérieur.* The instruction given in the *Division de grammaire of lycées and collèges communaux* also belongs here.

It. *Istruzione secondaria.*

Sp. *Enseñanza secundaria.*

9. *Higher (or superior) instruction.*—This is supposed to take the fourth epoch of four years in a complete course of education, secondary taking the third four years, and elementary education the first eight years. By topics and methods, the higher education is distinguished by taking mathematics in those branches which succeed plane geometry and elementary algebra; Latin and Greek writers that require more maturity of reflection to master, such as Horace, Livy, Tacitus, Juvenal, Cicero's moral essays, Homer, Demosthenes, Plato, Æschylus, Sophocles, Euripides, Aristotle; physics treated by mathematics; rhetoric; mental philosophy; the philosophy of history. In general, the studies of higher education are conducted on a comparative method—with the purpose of treating each theme in the light of all branches of knowledge. A higher institution of learning is one whose ultimate object is to give a higher education, and which therefore may or may not have a preparatory department in which instruction is given in secondary or even elementary branches.

Eng. *University instruction; collegiate instruction.*

Ger. *Hochschulunterricht.*

Fr. *Enseignement supérieur.* The last three years of the *enseignement secondaire* is also of the higher grade according to the United States standard.

It. *Istruzione superiore.*

Sp. *Enseñanza universitaria.*

10 (a). *Special schools.*—Schools of elementary or secondary grade which (1) educate for some special trade, business, or occupation (e. g., commercial colleges, art schools); or (2) educate some special class of persons (e. g., deaf mutes, juvenile delinquents).

Sp. *Escuelas especiales.*

10 (b). *Evening schools.*—A class of special schools, generally public and located at the centers of population, designed to give evening instruction in elementary and sometimes in secondary branches, general and technical, to persons whose occupation, age, or both, prevent them from attending the day schools. A special feature of evening schools in some cities of the United States is the instruction of foreigners in the English language.

Eng. *Evening schools.*

Fr. *Classes (or cours) d'adultes.* (Held in the evening or on Sunday.) *Écoles du soir.*

It. *Scuole serali.*

Sp. *Clases nocturnas.*

10 (c). *Evening high schools. Continuation schools.*—A class of evening schools designed more particularly to give some degree of secondary education to youths who are obliged to go to work after finishing their elementary education in the day schools.

Ger. *Fortbildungsschulen.* (Evenings or Sundays.)

11. *Schoolhouse.*—A building used for school purposes, one in which instruction is given.

Eng. *School building.*

Ger. *Schulhaus.*

Fr. *Maison d'école.*

It. *Edificio scolastico. Locale per le scuole.*

Sp. *Casa de escuela.*

12. *Number of sittings for study, excluding those used only for recitation purposes.*

Eng. *Accommodation, number of seats.* Includes all seats, being total seating capacity.

Sp. *Area de las salas de clase.*

13. *School property*.—All property, real and personal, belonging to a school system (*i. e.*, not hired or rented), and designed to be used for school purposes, including school sites and buildings, furniture, libraries, apparatus, etc.

Eng. *School buildings, premises, and furnishing.*

Ger. *Schul-Eigenthum.*

Fr. *Bâtimens et matériaux scolaires.*

Sp. *Edificios, menaje, y útiles escolares.*

14. *Salary (or wages) of teachers*.—The sum paid to teachers weekly, monthly, or annually, as compensation for their services. In computing the *average monthly salaries* of any group of teachers, weekly and annual salaries must be reduced to a monthly basis.

Eng. *Salary.*

Ger. *Gehalt.*

Fr. *Traitement.*

It. *Onorario stipendio.*

Sp. *Sueldos.*

15 (a). *Revenue (school)*.—Money from any source received for school purposes.

Eng. *Income.*

Ger. *Einnahmen.*

Fr. *Ressource.*

It. *Rendita.*

Sp. *Ingresos or recursos*

15 (b). *State (school) tax*.—A uniform tax levied on all the property or polls of state, the proceeds whereof are apportioned to the counties, towns, or school districts, generally according to school population or average attendance.

Eng. *Rates.*

Ger. *Staats-Steuern.*

15 (c). *Local (school) taxes*.—County, town, and school district taxes for school purposes.

Eng. *Rates.*

Ger. *Orts- (or Municipal-) Steuern.*

Fr. *Centimes additionels, or spéciaux.*

It. *Tasse comunale e provinciale.*

Sp. *Fondos provinciales, comunales, y municipales; impuestos departamentales de instrucción pública.*

15 (d). *Revenue from permanent funds*.—The interest on invested funds, including rent of school lands, if any.

Eng. *Income from endowment.*

Ger. *Interessen angelegter Fonds.*

Fr. *Produit des legs et dons.*

Sp. *Ingresos por donativos y legados.*

16 (a). *Expenditure (school)*.—Money expended for school purposes.

Eng. *Expenditure.*

Ger. *Ausgaben.*

Fr. *Dépenses.*

It. *Spese generali.*

Sp. *Gastos.*

16 (b). *Amount paid to teachers (for salaries)*, including salaries of superintendents.

Eng. *Teachers' salaries.*

Ger. *Ausgaben für Gehalte.*

Fr. *Traitements.*

It. *Stipendi; rimunerazioni ed indennità al personale.*

Sp. *Obligaciones del personal; gastado en el personal enseñante.*

16 (c). *Other current expenditure* in addition to amount paid to teachers, *i. e.*, incidental or miscellaneous expenditure for the maintenance of the schools and care of school buildings, including, among other things, fuel, lighting, janitors, incidental repairs, free text-books, if any, and stationery, cost of administration, rent of hired buildings, etc. Foreign countries do not conform to this classification, but the analogous foreign terms are as follows:

Eng. *Miscellaneous expenditure.*

Ger. *Andere Ausgaben.*

Fr. *Dépenses diverses.*

Sp. *Eventuales; gastos en materiales, útiles, etc., de consumo anual.*

16 (d). *Permanent expenditure*.—Expenditure for school buildings (including permanent repairs), grounds, furniture, libraries, and lasting apparatus.

Eng. *Capital charges.*

Ger. *Baukosten.*

Fr. *Dépenses de construction.*

It. *Sussidi per costruzione e riparazione di edifici scolastici.*

Sp. *Gastos que aumentan el capital escolar.*

17. *Permanent funds*.—Value of funds and other property yielding an annual revenue for school purposes.

Eng. *Endowment.*

Ger. *Fonds.*

Fr. *Dons et legs.*

Sp. *Donativos, legados, y mandos.*

19. *Tardy*.—Late in arriving at school.

Eng. *Not punctual.*

Ger. *Zuspätkommend.*

Fr. *En retard.*

Sp. *Falta de puntualidad.*

22. *Average number belonging to a school, or system of schools, includes temporary absentees. Pupils absent for sickness or other cause, but with intention of returning to school, are considered as "belonging."* This number differs from the number "enrolled" (see 2), inasmuch as the latter contains all different pupils who have attended at any time during the year, some of whom may have been dropped from the roll of those "belonging," on account of death, removal from the district, protracted sickness, entrance on business, etc.

Sp. *Alumnos existentes.*

25. *Normal school.*—A school designed for the professional training of persons intending to become teachers, usually maintained by a State or city.

Eng. *Training college.*

Ger. *Lehrer-Seminar.*

Fr. *École normale.*

It. *Scuola normale.*

Sp. *Escuela normale.*

27. *Certificate; license (to teach).*—A formal testimony of ability to teach, or permission to teach, awarded as the result of satisfactory examination before an examining board, or after having successfully completed a certain prescribed course of study, or given other evidence of capacity to teach.

Eng. *Certificate.*

Ger. *Zeugnis; Reifezeugnis; Lizenz.*

Fr. *Titre (or brevet) de capacité; certificat d'aptitude pédagogique.*

It. *Diploma d'abilitazione (or d'idoneità).*

Sp. *Certificado de aptitud; diploma; título de maestro.*

28 (a). *University.*—An institution for higher education, having as its nucleus a college in which the so-called liberal arts are taught in a course of three or four years for the degree of A. B., and in addition one or more departments for the learned professions, medicine, law, or divinity—or it may be for advanced or post-graduate work, along any lines of learning or investigation. In England the university unites several colleges.

Eng. *University.*

Ger. *Universität.*

Fr. *Faculté.* *Université* is the term very generally employed for the Paris "facultés."

It. *Università.*

Sp. *Universidad.*

28 (b). *College.*—Strictly speaking, an institution of higher education, usually with a four years' course completing preparation for the degree of A. B. The word college is also used in connection with a descriptive word to designate other species of higher education as "Agricultural College," "Medical College."

Eng. *College.*

Ger. *Gymnasium.*

Fr. *Lyceé; collège communal (de plein exercice).*

It. *Ginnasio; liceo.*

Sp. *Instituto; colegio.*

23 (c). *High school.*—A public secondary school.

Eng. *Higher board school.*

Ger. *Höhere Schule.*

Fr. *École primaire supérieure.*

28 (d). *Academy; institute; seminary.*—Names given indifferently to private secondary schools, "Institute" is occasionally applied to schools of higher grade.

Eng. *Grammar school; high school; institute; public school, etc.*

Fr. *Établissement libre d'enseignement secondaire; établissement laïque; établissement ecclésiastique; petit séminaire.*

Sp. *Establecimientos privados de enseñanza secundaria; seminarios; institutos.*

30. *Session.*—A sitting of a school, or assembly of the pupils for recitations, exercises, and studies continuing from the time the school is called to order until the pupils are dismissed beyond the teachers' jurisdiction. There are generally either one or two sessions each day.

Eng. *Meeting of the school.*

Ger. *Schulstunde.*

Fr. *Classe.*

Sp. *Horas de clase.*

31. *Recess; intermission.*—Brief suspensions of school exercises, recurring periodically each day, for recreation, meals, or some other purpose. In public elementary schools holding sessions from 9 to 12 a. m., and from 1 to 4 p. m., two recesses of 15 minutes each take place, the first at or near the hour of 10:30 a. m., and the second at or near the hour of 2:30 p. m. The noon hour for dinner is not called a "recess," but usually an "intermission."

Ger. *Freizeit; Pausen.*

Fr. *Récréations; sortie de midi.*

Sp. *Recreos; salidas.*

32. *Corporal punishment.*—Punishment inflicted upon a pupil's person, generally with a rod, cane, or ruler, but including a variety of other punishments in which bodily pain is caused. Other punishments, to be discriminated from corporal, are such as are based on the sense of honor, such as deprivation from privileges of the school, confinement after school hours, requirement to sit or stand in some unusual place, enrollment on a list of disgraced pupils, etc.

33 (a). *Promotion.*—Advancement from any grade to the next higher.

Eng. *Advance to higher standard.*

Ger. *Versetzung.*

Fr. *Avancement; montée d'une classe.*

Sp. *Promociones; pases.*

33 (b). *Grade; class.*—The body or group of pupils having the same degree of advancement, pursuing the same studies, etc. Year's work.

Eng. *Standard.*

Ger. *Klasse.*

Fr. *Classe.*

It. *Classe; grado.*

Sp. *Clase; grado; curso.*

II. EXAMINATION OF THE ESSENTIAL ELEMENTS OF STATISTICS OF PRIMARY INSTRUCTION.¹

[The word "common" (communal), as used in this article, is synonymous with "public." An "adopted" school is a private school approved, and supported in part by the government.]

From the year in which the organic law promulgated in 1842² went in effect Belgium has been in possession of complete statistics of primary instruction and, since, 1845, she has published regularly the results in triennial reports, according to article 38 of this law.

This valuable result has been obtained without too many difficulties, thanks to an inspection, the manner in which it has been organized, and to the obligations which have been imposed upon it from the beginning.

The inspection of schools in Belgium is conducted in two stages. There are inspectors of cantons and inspectors of provinces.

The inspectors of cantons are required to visit the schools under their charge at least twice a year. They have to take detailed note of the results of each inspection, and to consign them to a register accessible at any time to the provincial inspector. According to the terms of the law, this register should contain a statistical account of the number of schools of the canton and of the pupils that attend them, with indication of the methods employed in each school and of the degree of zeal and aptitude, of which each of the teachers gives proof.

A ministerial circular of the 19th of August, 1843, has traced the model of a register for canton-inspection and has indicated the questions which the inspector should consider and try to solve, in order to be able to prepare the statistics and draw up the reports, which are demanded of him by the government.

This register is composed of tables after a uniform model. Two pages (left and right) are devoted to each school. The tables are divided in three successive subdivisions for each of the three years of a triennial period. Above the heading of the table the name of the canton is written. The information should be consigned to the register as follows: (1) Date of inspection. (2) Designation; (a) of the commune; (b) of the section; (c) of the population of the section. (3) Teacher; (a) name; (b) christian name; (c) age. (4) Nature of the school. [Indicate if the school is common (article 1 of the law), adopted (article 3) or private (article 2).] (5) Indication of the method of teaching employed by the instructor. (6) Indication of the degree of zeal and aptitude of which the teacher gives proof. (7) Total number of children instructed by the teacher: (a) boys; (b) girls; (c) total. (8) Number of poor children instructed by the teacher: (a) boys; (b) girl; (c) total. (9) Observations. As to the divers objects which should occupy a teacher in his visit to schools, they are mentioned in an "agenda" placed at the beginning of the register. They are as follows:

I. GENERAL INFORMATION.

(1) Into how many sections is the commune divided? (2) Designate these sections indicating their population. (3) Make known the number and nature of the schools found in each section (distinguishing them in the manner indicated in the heading of the table of inspection). (4) The sections which are deprived of primary teachers, can they, without too much difficulty, profit by the schools in neighboring section? (5) What is, by sections, the number of schools intended: (a) for boys alone; (b) for girls alone; (c) for children of both sexes. (6) Are the schools existing in the commune conveniently situated? (7) Are they sufficient in number? (8) In what sections is there felt a need of schools? (9) How do the authorities of the commune exercise supervision of the schools (article 7 of the law)? (10) Does the minister sometimes visit the schools of the locality?

II. PARTICULAR INFORMATION.

1. *Of the material of classes.*—(1) What is the local situation of the school? (Indicate in what section—in what street it is situated.) (2) Are the school premises kept in good condition? (3) What is the extent of the schoolroom? (4) Does the number of places marked there agree with the capacity of the room? (5) Supposing the school were in common for children of both sexes, has care been taken to raise

¹ Translation of a paper read before the International Statistical Congress (Paris, 1878), by M. Lebon, chief of bureau at the department of the interior of Belgium.

² At the time of the presentation of this memoir (July, 1878), the law of 1842 was still in effect. It has been annulled by the law of July 1, 1879. The dispositions of the new law will have the effect of modifying partly the basis of statistics of primary instruction, but the facts presented in the present notice are nevertheless established. Henceforth they will belong to the domain of history; they will serve necessarily as starting point and for comparison for the statistics gathered according to the elements of the new legislation.

a partition at least a meter high between the boys and girls? (6) Is the room suitably lit? (7) Is there means provided for renewing the air? (8) Is care taken to preserve neatness? (9) Is the room properly heated in winter? (10) Of what does the furniture of the school consist? What is the condition of the same? In what is it incomplete? (11) Is there in the school a complete collection of weights and measures? (12) Is the image of Christ exposed to the view of the pupils? (13) Are the copy-books of the pupils kept with order and neatness? (14) What books are used in the school? (15) Among the books used in the school, are there any not approved by the government or clergy, each in the part in which it is concerned? Name them. (16) Are the closets sufficient in number, kept clean, and situated in such a manner as not to vitiate the air of the schoolroom?

2. *Of the persons teaching in the school.*—(1) What are the surname, Christian name, and age: First, of the principal; second, the underprincipals and assistants? (2) Show whether the principal is *communal, adopté, or privé*, in the meaning of article 2 of the law. (3) Is the teacher a layman or a member of a religious order? (If he is a layman, state from what normal school he came; if not a layman, show to what religious corporation he belongs.) (4) Does he not occupy any other position besides that of instructor? (5) Are not these positions an obstacle to the fulfillment of his duties as instructor? (6) Has he a good appearance? (7) Does he conduct himself well toward the authorities, the public, toward the parents, and toward his pupils? (8) What salary does he receive? (9) Has he the necessary qualifications to fulfill his duties? (10) Is he zealous and precise in the fulfillment of his duties? (11) Is he not occupied by matters foreign to the supervision of the school while the school is in session? (12) Does he not inflict too humiliating punishments upon his pupils? (13) Are his pupils well arranged in classes? (14) Does he maintain order during the recreations (during recess) or during the sessions of a class? (15) Does he conduct his pupils to divine services on Sundays and holy days? (16) What method of instruction does the teacher follow? (17) Does the teacher regularly attend conferences organized according to article 14 of the law? (18) What points of regulation does he leave unobserved? (19) His underprincipals and assistants, do they present the necessary guaranties?

3. *Of pupils.*—(1) How many pupils can the room seat? (2) How many are enrolled? How many present? How many absent? Among those absent, how many poor children are there? (Give separately the number of boys and girls.) (3) What are the reasons for absence furnished by the teacher? (4) What is the deportment of the pupils? (5) What is the sanitary condition of the pupils? (6) Are they vaccinated, and those who are not, have they had the smallpox? (7) Is their attitude in the class pleasing? (8) Is there any emulation between them? (9) Do they make progress in all the branches of studies? (10) Do they distinguish themselves in competition? (11) Do they attend the prayers with decency and devout attention at the beginning and end of the day's session?

4. *Of the branches of study.*—(1) Are the studies restricted to the limits assigned to primary elementary instruction by article 6 of the law of September 23, 1842? (2) Are any branches taught in the school comprised within higher primary instruction (article 34 of the law)? Indicate them. (3) Is moral and religious instruction duly given? (4) Do the pupils read correctly and in a manner to prove that they understand what they read? (5) Is the writing of the pupils regular, well formed, and legible? (6) Does the instruction in arithmetic show satisfactory results? (7) Has the legal system of weights and measures been successfully taught? (8) Are the pupils advanced in: (a) the study of the French language; (b) the study of the Flemish language? (9) Is singing taught, and with what success? (10) Is the branch of history pursued? What parts of history are taught, and what works are used in this study? (11) Give the same information in regard to geography. (12) Is linear drawing taught, and with what success; also surveying and other applications of practical geometry? (13) Is there a course of elementary natural history applicable to the usages of life? Is this course duly given? (14) Are there gymnastic exercises? (15) Is the study of manual training pursued successfully? What branches of manual labor are taught? (16) In what language are the lessons given?

These subjects of inquiry, however numerous and minute they may appear, have nevertheless received careful attention and there is not in all the country a register of cantonal inspection which has not been kept regularly and up to date.

On the other hand the provincial inspector, who corresponds directly with the canton-inspectors, his subordinates, is obliged to keep a register, by means of which he can ascertain if the teachers of his province fulfill their obligations, and if, on their part, the communal school authorities execute the provisions of the law in paying to teachers the salaries and emoluments which are due to them.

This organization enables the central administration to obtain in a few days such information as it may desire on the subject of schoolhouses, teachers, pupils, etc. For example, in a circular of December 19, 1873, a complete census has been demanded,

for the 31st of the same month, having especial reference to: (a) The number, age, sex, and degree of instruction of the pupils of schools properly called primary (communal schools, adopted schools, and private schools) submitted to legal inspection; (b) The number of pupils who attend the schools for adults, infant schools, and apprentice schools, principally those who are more than 7 and below 14 years old; (c) The number and age of pupils of institutions of secondary instruction (atheneums, colleges, middle schools, etc.).

This census was taken accurately and promptly. The result of it has been published in a special pamphlet, which contains no less than 232 pages.

The provincial inspectors are required to make annually a report upon the condition of instruction within their respective jurisdictions. In conjunction with this report they have to furnish statistical tables, as follows:

CHAPTER I.

No. 1. Table of visits of schools made by the provincial inspector. No. 2. Table of visits of schools made by the inspectors of civil cantons. No. 3. Table of visits of schools made by delegated inspectresses.

CHAPTER II.

No. 1. Table showing the number and approximate value of works which compose the teacher's library of reference.¹ No. 2. Statistical abstract of male teachers' conferences that have taken place during the year. No. 3. Statistical abstract of female teachers' conferences that have been held during the year.

CHAPTER III.

No. 1. Statement of exemptions from and authorizations for the establishment of communal schools granted by the standing committee of the provincial council, according to article 4 of the law, with indication of the course the government has followed in application of the second paragraph of the same article.¹ No. 2. Table showing the number of schools properly called primary, of all denominations, up to the 31st of December.¹ No. 3. Numerical list of schools, properly called primary, which remain to be organized or to be adopted, that they may satisfy all the needs for instruction.² No. 4. Statistical abstract of school buildings and teachers' dwellings belonging to the community, up to the 31st of December. No. 5. Table of the condition of the furniture of schools properly called common primary, comprising also the collections of legal weights and measures, to the 31st of December.¹ No. 6. General abstract of the appointments of common primary teachers during the year. No. 7. Abstract of the appointments of common primary teachers made by the government during the year. No. 8. Table showing the suspensions and dismissals of teachers as well as the reasons therefor, during the year. No. 9. Numerical list of persons teaching in the schools properly called primary on the date of December 31.¹ No. 10. Table showing the average of salary and emoluments of persons teaching in the schools properly called common primary.¹ No. 11. Table showing the attendance of schools properly called primary, of all denominations, up to December 31.¹ No. 12. Table showing, first, the attendance of primary schools, common and adopted, during the scholastic year (Arts. 1 and 3 of the law); second, the number of pupils who left these establishments during the same year. No. 13. List of books serving for instruction in the primary schools (but into the hands of the pupils).¹ No. 14. Statistical abstract of competitive exhibitions which have taken place between the primary schools during the triennial period.² No. 15. Table showing the number of infant schools to the 31st of December.¹ No. 16. Table of the attendance of infant schools, to the 31st of December.¹ No. 17. Table showing the number of day, evening, and Sunday schools for adults, to December 31.¹ No. 18. Table of the attendance of day, evening, and Sunday schools for adults, to December 31.¹ No. 19. Table showing the number of schools known under the name "*Ateliers de charité et d'apprentissage*;" condition on December 31.¹ No. 20. Table showing the attendance of the schools known under the name of "*Ateliers de charité et d'apprentissage*;" condition on December 31.¹ No. 21. Table showing the number and attendance of schools connected with the department of justice (asylums, almshouses, and prisons), to December 31.¹

¹ This abstract needs to be furnished but once every three years. The inspector will be expected to append it to the report of the last year of the triennial period.

² Table No. 14 should be accompanied by the list of questions proposed for each competitive examination.

SUPPLEMENTARY TABLES.

(A) Abstract of schools where optional branches are taught. (B) Statistical abstract concerning the teaching of manual training in primary schools. (C) Attendance of primary schools.

Independently of these statistical abstracts there are others of which the data are supplied by the provincial administration or by the central administration, those, for example, that give the detailed expenses made annually by the provinces and communes for various purposes related to primary instruction, such as expenses of conferences of male and female teachers; expenses of primary school exhibitions; construction and furnishing of schoolhouses; annual maintenance of primary schools (salaries and emoluments of teachers, apparatus, ordinary repairs, etc.), infant schools, schools of charity and apprenticeship, schools for adults, etc. The special abstracts furnished on these matters by each provincial governor are completed at the central administration, in that which concerns the state expenses, by means of special registers, showing expenses of inspection and supervision, the expenses of normal schools, salaries of officials, purchases, material, scholarships (*bourses d'étude*), etc.

As to the special statistics of primary normal schools, they are easily compiled by the central administration, which has at its disposal the necessary data as to the number and age of the pupils, their classification, the number of diplomas granted, etc.

Summing up, the cantonal inspectors can furnish the most detailed statistics in regard to schools, teachers, pupils, etc.; the provincial administration possesses all the statistical data concerning expenses incurred by the provinces and communes; the central administration finally is in possession of all the data necessary to complete this sum total of information as to the expenses of the state for normal schools, for pensions and aids, for pecuniary assistance and grants of every kind, etc.

There is published every year by the government a detailed statement of funds expended for primary instruction proceeding from the following sources: (1) Cash on hand; (2) From tuition fees of paying pupils; (3) From public and private benefactions; (4) From communal grants; (5) From provincial grants; (6) From grants of the state. This abstract is composed of six tables, of which the titles and headings are as follows:

TABLE F.—
18——Funds for the encouragement of primary education.

| General total. | | Prov. incomes. | |
|--|--|--|--|
| Expenditure of funds derived from public and private benefactions (aid by relief committees, proceeds of endowments, gifts, and legacies). | | Expenditures of the communes. | |
| Total expenditure met by public and private benefactions. | Paid into superannuation funds. | Optional expenses. | |
| Aid for teachers in want and without employment. | Distribution of prizes among the pupils of common primary schools. | Total expenses of the commune. | |
| Paid into superannuation funds. | | Paid into superannuation funds. | |
| Aid to teachers in want and without employment. | | Aid to teachers in want and without employment. | |
| Distribution of prizes among the pupils of common primary schools. | | Distribution of prizes among pupils of common primary schools. | |
| Total of provincial expenses. | | Total of provincial expenses. | |
| Paid into superannuation funds. | | Paid into superannuation funds. | |
| Cost of school exhibitions. | | Scholarships for pupils who distinguish themselves in the exhibitions. (Art. 29 of the law.) | |
| Aid to teachers in want and without employment. | | Aid to teachers in want and without employment. | |
| Publications on primary instruction. | | Publications on primary instruction. | |
| Total of state expenditures. | | Total of state expenditures. | |
| Paid into superannuation funds. | | Paid into superannuation funds. | |
| Supplement of pensions to teachers. | | Aid to teachers in want and without employment. | |
| Compensation to teachers in service. | | Purchase of books, etc., for the better pupils. | |
| Publications on primary instruction. | | Exhibitions of adult schools. | |
| State expenditures. | | State expenditures. | |

TABLE G.—
18——General summary of expenditures.

| Provinces. | Direction and supervision, Table A. | | Normal training, Table B. | | | | Schools. • | | | | | | | | Encouragements, Table F.* | | | | | | |
|------------|--|--------|------------------------------|-----------|------------|--------|---------------|-----------|------------|----------|------------------------------|---------------|-----------|------------|------------------------------|------------------------------|---------------|---------|---------------|------------|------------|
| | Provinces. | State. | Pupils. | Communes. | Provinces. | State. | Table C. | | | Table D. | | | | | Table E. | | | | Benefactions. | Communes. | Provinces. | State. |
| | | | | | | | Benefactions. | Communes. | Provinces. | State. | Balance from preceding year. | Benefactions. | Communes. | Provinces. | Pupils. | Balance from preceding year. | Benefactions. | Pupils. | Communes. | Provinces. | State. |

SUMMARY OF THE SIX TABLES.

| Provinces. | General total of expenditures. | Balance from preceding year. | Tuition fees of paying pupils. | Public benefactions. | Communes. | Provinces. | State. |
|------------|--------------------------------|------------------------------|--------------------------------|----------------------|-----------|------------|--------|
|------------|--------------------------------|------------------------------|--------------------------------|----------------------|-----------|------------|--------|

Besides the detailed statement of the funds employed, the administration presents regularly, every three years according to the law, to the legislature a report upon the condition of primary instruction in Belgium. The eleventh volume (large folio of nearly 900 pages) appeared last year (1877). It contains, independent of the special inquiry which took place on the 31st of December, 1873, and of which I have spoken above, the statistical abstracts, of which the list is as follows:

1. INSPECTION AND SUPERVISION.

No. 1, table of the staff of the inspection of normal schools and the provincial inspection of primary schools. No. 2, table of visits to schools made by the provincial inspectors. No. 3, table of the staff of the civil canton inspectors. No. 4, table of visits to schools made by the civil canton inspectors. No. 5, table of the staff of ladies delegated to inspect girls' primary schools, infant schools, etc. No. 6, table of visits to schools made by inspectresses delegated. No. 7, table of the names of delegates charged by the provincial inspectors with the supervision of adult schools. No. 8, table of the staff of diocesan inspection. No. 9, table of visits to schools made by diocesan inspectors. No. 10, table of the staff of ecclesiastic inspection of the cantons. No. 11, table of visits to schools made by the ecclesiastic inspectors of the cantons.

2. NORMAL INSTRUCTION.

A. Normal schools and sections, for male teachers.—No. 12, table showing the administrative and teaching staff of state normal schools for male primary teachers. No. 13, table showing the number of pupils as well as the number and the amount of scholarships granted in the various normal institutions for male teachers. No. 14, abstract of diplomas awarded in the same institutions.

B. Normal schools for female teachers.—No. 15, table showing the composition of the administrative and teaching staff of the state normal school for the training of female primary teachers at Liège. No. 16, table showing the number of pupils as well as the number and amount of scholarships granted in the various normal schools for female teachers. No. 17, abstract of diplomas awarded in the various normal schools for female teachers.

C. Institutes.—No. 18, table showing the number and approximate value of the works that compose the institute libraries. No. 19, statistical abstract of male teachers' institutes that have been held during the triennial period. No. 20, statistical abstract of female teachers' institutes that have been held during the triennial period.

3. PRIMARY SCHOOLS OF ALL CLASSES.

No. 21, general abstract of questions given for the written examination in the competitive exhibition between the primary schools. No. 22, numerical abstract of authorizations and exemptions granted by the standing committees according to Art. 4 of the organic law of primary instruction, and which have been withdrawn by a royal decree, or which have become inapplicable. No. 23, numerical abstract of primary schools. No. 24, general abstract of common school buildings and teachers' dwellings. No. 25, table showing the state of furniture of the common primary schools. No. 26, number of schools properly called primary which it remains to organize or adopt to satisfy all the needs of instruction. No. 27, general abstract of appointments of common school teachers made during the triennial period. No. 28, number of appointments of teachers made by the government. No. 29, comparative abstract of appointments of teachers of common primary schools made during the last two triennial periods. No. 30, table showing the suspensions and revocations of teachers of common primary schools made during the last two triennial periods. No. 31, number of persons teaching in primary boarding and day schools. No. 32, tables of salaries (including the compensation of principals for gratuitous instruction and the tuition fees of paying pupils), of male and female teachers and of male and female assistants in the common schools. No. 33, numerical abstract of outside positions held by common-school teachers. No. 34, table showing attendance of schools properly called primary of all denominations on June 30. No. 35, table showing the attendance of schools properly called primary, of all denominations, on

December 31. No. 36, table showing 1, the attendance of primary schools, common and adopted; 2, the number of pupils who have left school for good during the session or at the close of the scholastic year. No. 37, list of books in use for instruction in primary schools. No. 38, abstract of schools where optional matter is taught conjointly with the obligatory matter enumerated in Art. 6 of the law of September 23, 1842. No. 39, statistical abstract concerning manual training in the schools properly called primary submitted to inspection. No. 40, statistical abstract of competitive exhibitions that have taken place between primary schools during the triennial period. No. 41, table showing the number of infant schools. No. 42, table showing the attendance of infant schools. No. 43, table showing the number of adult schools. No. 44, table showing the attendance of adult schools. No. 45, statistical abstract of exhibitions of adult schools. No. 46, table showing the number of schools known under the name of "*Ateliers de charité et d'apprentissage*" (charity and industrial schools). No. 47, table showing the attendance of these institutions. No. 48, table showing the number and attendance of primary schools in the jurisdiction of the department of justice and submitted to inspection. No. 49, classification of army recruits as regards their education.

4. ENCOURAGEMENTS.

No. 50, table of beneficiaries of the provincial superannuation funds. No. 51, table showing changes in the personnel of the superannuated list. No. 52, table of pensions and aid at the charge of the superannuation funds. No. 53, table of receipts and payments of the superannuation funds. Condition of the funds. No. 54, number and amount of grants during the triennial period to male and female teachers on probation who had received diplomas.

5. EXPENSES.

No. 55, abstract of grants to communities for the construction, furnishing, etc., of school buildings upon the ordinary appropriation bills. No. 56, detailed account of the disposition of funds devoted to primary instruction by the government as well as by the provinces and communes, etc., for each of the years of the triennial period.

As is to be seen, these statistics are complete, although confined to fifty-six tables; a number which certainly is not excessive, if it is borne in mind that we are concerned with a scheme of statistics that will embrace all the data of which primary teaching is actually susceptible.

As to the headings of each of the columns of the tables, I believe I can dispense with reproducing them here. The details would be too long. Let it suffice, in case of need, to recur to the reports themselves.

It pertains to you, gentlemen, to determine up to what point the manner in which the statistical scheme as drawn up would satisfy the desiderata indicated by the tenth question, placed in the programme of the present international reunion. What I can affirm is that these statistics are kept regularly, without interruption, and have been published for the last thirty-three years (eleven triennial reports), which has permitted the central administration of Belgium to trace for this already long period those very complete diagrams which figure in the Exposition of the Champ de Mars in the special annex of education, and which have attracted the attention of the most competent men.

CHAPTER XXIX.

DISCUSSIONS OF CURRENT EDUCATIONAL QUESTIONS.

I. EDUCATION.

The new movement in education.—G. Stanley Hall (in the *University Magazine*): The academic year which closed last October (1891) has been perhaps the most eventful in all the history of education. The December conference at Berlin, at which the Emperor himself made a vigorous address, marked more than anything of recent date a distinct advance toward a purely modern and national as distinct from mediæval curriculum. Last September the English schools became practically free. This was the result of active efforts for many years, and when the reform is completed it will involve an addition of several million pounds annually to the educational budget. In June last the new French University was christened. This movement will place all the institutions of academic grade in France upon the basis of similar institutions in Germany, and involve some radical reconstructions, and even some improvements upon the German model. It indicates an unusual confidence in educational reforms for France to thus avowedly copy the models of her hereditary enemy. During last summer a provisional draft charter for the new Albert University of London was drawn up and has been agreed to by most of the higher educational institutions of that city, save the College of Physicians and Surgeons, and London University, which still hold aloof. This movement is also the result of long struggle and promises to give a fit temple of learning to the largest center of population in the world. In the province of Ontario, Canada, marked progress has been made in the movement toward the federation of universities, a movement which, if it could be accomplished in a State like Ohio, which has nearly twice as many as all Germany, would mark a prodigious advance. The new Stanford University, on the Pacific Coast, has been opened with the brightest prospects; and another with no less brilliant outlook is soon to open in Chicago. Great progress has been made toward the reduction of the traditional four college years to three. These events are samples from which we may divine the great deepening and broadening of educational interests.

If we extend our survey from the last school year to the last several years, we find everywhere an advance no less than amazing. France has revolutionized her system of lower schools since 1874, and increased her educational budget at a rate with no parallel in history, building thousands of new school houses of all grades, a single lycée that cost \$2,500,000, the new sorbonne costing several millions, an enormous medical school with clinics, hospital, etc. About 100,000 children in the French possessions of North Africa are now at school. Egypt has an elaborate school system, the annual reports of which are full of interest. Japan has been reconstructed and occidentalized since 1868—its year 1—by an admirable and very complete educational system. A London superintendent lately pronounced the schools of New Zealand among the best in the world, and the reports from the schools of that, till lately, barbarous country, show phenomenal changes. India has a system of both indigenous and English schools, and three universities, which are as full of interest as they are unique. Australia has just developed a new university; a new one, too, has just been opened at Tomsk in Siberia; Athens has lately completed a magnificent academy building of Pentelicon marble, costing \$1,000,000, given by a wealthy Greek merchant, Sina by name, and has a well equipped university, with a complete school system; besides Sweden has developed the most modern system of intermediate education in the world by a recent revolutionary law. By the radical new law of 1884 the Russian universities were reconstructed with a design on the part of the Government to make them more effective. The United States now spends over \$170,000,000 a year on its schools, not including over \$10,000,000 annually spent in its colleges and universities. This is a larger sum than is spent in any other branch of the public service and is surpassed only by

pensions. The new Catholic University at Washington; the new advances and changes at Yale and Harvard universities; of the regents of the University of the State of New York; the upward movement at Columbia; the grounding of Clark University, the only one in the country devoted solely to graduate work; of the Pratt and now the Drexel Institute; the efficient work of Judge Draper, State superintendent of the schools of New York; the founding of new journals (The Pedagogical Seminary, The Educational Review, School and College, The Academy and Education), all of higher tone than existed in this country before; the Johns Hopkins University; the rapidly growing possibilities of education and scientific advance among the Government institutions at Washington, including the new National Museum, the Surgeon-General's Library building, and now the new observatory. These show that our own country is not inclined to be behind in this marvelous growth. * * *

Education has gradually now become an almost universal faith and practice. It is the one thing in which all people, who agree in nothing else, believe. Men differ in creed, in race, in culture, in party, but men and women of all ranks and stations unite in their faith in the power of curricularized knowledge to prevent a relapse to barbarism and to insure general progress and individual success in life. Philosophy, theology, and the church have each at times postulated and sought to establish doctrines and practices in which everybody believed, a *consensus omnium gentium*. Belief in education is this consent. It is more universal than Catholicism. It controls the body and soul of the growing child for more hours of every week than any other institution in history has ever done. Does not a consent so broad, a faith so deep, now give to education a peculiar religious consecration?

The diffusion of knowledge by newspaper and book.—William T. Harris: Man is first a speaking animal and next a writing animal. Each word that he uses expresses a general meaning. Each word therefore stores up an indefinite amount of experience. All men may pour into it their experience and by it recognize the experience of others. The art of writing at once increases infinitely the possibility of intercommunication, because it preserves the experience recorded for persons widely separated in space and far removed in time. It renders every where in some sense a here and every when a now. But mechanic invention comes to the aid of speech and the elementary arts of writing by printing with movable types. Printing and gunpowder are two great elementary arts both attributed to the Germanic race—the two wheels of modern civilization, so to speak. But the Anglo-Saxon has added the steam engine and the telegraph. The one makes locomotion possible to an increasing degree, and the other makes instantaneous intercommunication with all places possible.

Armed with these instrumentalities, our modern civilization lives on a sort of spiritual borderland. It looks across its frontier and is in a constant process of interaction with all other nations. The great instrument of this process is the daily newspaper. People are becoming from year to year a traveled people—in a short time the per cent of the population that has crossed the ocean has doubled. The per cent that has visited the Western borderland has quadrupled. But the per cent of people who live in constant daily interrelation with all mankind by aid of the daily newspaper has increased a hundredfold within a single generation.

This single fact is the most significant one in all modern history. By a glance into its meaning we see to what an extent our civilization has become a constant miracle.

There go to the making up of the newspaper of to-day a vast congeries of mechanical and intellectual appliances. It is so complete in its instrumentalities that it realizes many of the conceptions cherished in the childhood of the race as mythological fancies. Odin's ravens, the wishing cap of Fortunatus; the cloak of invisibility, the "seven-league boots," the winged feet of Mercury—in short, all appliances whereby a then becomes a now and whereby a there becomes a here, are well-nigh realized in the modern daily newspaper, so far as the presentation to each man of the spectacle of the activity of his entire race is concerned. The consequences of this fact are momentous. It is obvious that there is an immense shrinkage in the importance of near events, of events that concern small transactions. The consequent enlargement of the views of ordinary men, who form the masses of mankind, follows as a result.

It follows also that urban life—the life of the inhabitant of the city, with its social advantages—penetrates the country wherever the railroad and telegraph make possible the daily newspaper. It follows, moreover, that the mind of the average citizen becomes habituated to thinking of the great individualities of the world, such as corporations, states, vocations, social organizations, institutions, commercial enterprises, national undertakings; to seeing, in short, the activity of his fellow-men under the form of vast processes, instead of that former narrow view of mere individual exploits of mere commonplace people.

Another consequence of this is the gradual elimination of mere local peculiarities, the limitations of caste and narrow self-interest, and the consequent approach of the ideas of each and every people—that participates in civilization and supports its daily newspapers—toward a common ideal standard of humanity. This is not a reduction of all to one insipid standard on a lower level; it is the elevation of the members of the human race to the higher level of its ideal.

The daily glimpse of the spectacle of the human race, which our generation is becoming accustomed to, combines in one all the educative virtues of the means and appliances heretofore employed by the four forms of education furnished by the institutions of civilizations, namely, the family, civil society, the State, and the church.

In proportion as the spectacle of the whole world of humanity becomes an adequate one, and its presentation a complete one, it becomes wholesome and moral.

The growth of prose fiction in modern times is a marvelous phenomenon that is not to be explained apart from the fact of the newspaper and periodical which has furnished the vehicle for its transmission to the public that reads it.

Not only does the well-equipped daily newspaper represent on its editorial staff the topics of commerce and transportation, the courts, the local gossip, the telegraph news, the political movements, the new discoveries in science and the useful arts, and the new productions in the fine arts, but it gives its department of fiction, in which the manners and morals of society are reflected, the virtues and vices and their consequences, and especially the habits of polite society.

If we but consider it, even the so-called "trashy novel" has a side of usefulness. It is condemned because of its description of empty trifles, the ceremonies and civilities of polite society; it expends much space in giving the outermost appearance of things, and its characters are mere "dummies," like those which the clothier and the milliner use to support and display their costumes. But even these empty externalities are interesting and valuable to the youth who is trying to rise from a low condition into polished society by industry and the acquirements of wealth. The boorishness of manner which hinders him in his progress of ascent is in process of removal through familiarity with the ways of society which he finds described in his "trashy" novel.

Whatever may be the causes of crime, whatever may be its prevention or cure, there is force in the argument that the tendency of stories of crime is to become more true to the realities, and to present the career of the criminal in its native hideousness. All literary art progresses toward completeness of representation, and even the depraved taste soon tires of stories which always describe the criminal as successful against the law; and the moment that the history of the criminal is given with truth, and his deed is shown to involve its own dreadful consequences, then even the criminal novel becomes moral in its tone.

There is an element of revolt against what is rational in everyone of us, as unregenerate or as merely natural beings, *i. e.*, as animals. It is only as we gradually learn to recognize in the law a correct statement of our essential being that we become reconciled to it, and take sides against the violator of justice and right. Until then we are prone to feel interest in the outlaw, as in one who raises the banner of individual freedom. Liberty is confounded with license.

It is here that we approach the question of punishment as it is involved in the newspaper. For not only is the newspaper infinitely great as an instrumentality for education and the widening of intelligence, but in its function of punisher of sin and crime, it is the most terrible engine yet invented.

The urban or city civilization is a newspaper civilization, if we characterize it by the most important instrument that it has invented. Into the daily newspaper as into a magic mirror the modern citizen looks and sees the spectacle of the doings of the entire world. The movements of commerce; the transactions of the various nations in so far as these are outside of routine; extraordinary crimes and retributions; the events of society; the doings in science, art, literature, the drama, and an indefinite domain of personal gossip—all these are presented to the citizen, and he regularly adjusts himself each morning to his world environment.

Formerly, before the railroad and telegraph had rendered possible the daily newspaper, each person adjusted himself to his narrow environment through village gossip which he heard at the neighboring inn or at the clubs. Now, instead of village gossip, he reads world gossip without leaving his fireside or breakfast-table.

In the past civilization each section grew more sectional, except in times of great wars that mingled the soldiery of different localities. In the modern civilization the daily newspapers of all lands have substantially the same presentation of the world, and reflect more nearly the same views. The newspaper is therefore a sort of world court, in which passing events are brought up daily for judgment.

Under these circumstances there arises into power the majestic presence of public opinion, a might which controls the actions of kings, the deliberations of parliaments, and the ballots of electors. Public opinion is become the educator of nations. Formerly, through ignorance of the effect that overt acts might have, nations were

often precipitated into war. Now, it is easy for statesmanship to feel the pulse of nations in advance, and by prudent diplomacy avoid extreme issues.

The newspaper is the organ of public opinion, and in this capacity it tries and judges criminals, and it punishes all manner of sin that escapes the whip of the law. It rewards good deeds, and sounds the trumpet of fame before the favorites of public opinion. The newspaper popularizes science and literature. It has a page of fiction, in which the modern literary artist paints the ideals of society with halos of glory, or with satire and caricature.

When each human being beholds the same spectacle beheld by all others, and assists all in forming the high court of public opinion, there is realized at once the most powerful educational means ever invented for uniting men in thought and sentiment. Even the old-fashioned village gossip was a powerful means in its way to eliminate from the individual his whimsicalities and idiosyncrasies. The modern public opinion is based on world gossip, and is far more potent for good. Mrs. Grundy's opinion becomes dignified and oracular when it voices the verdict of nations.

One consequence of this new realization of the magic mirror in which all humanity is reflected is the rise of the true cosmopolitan spirit—a mutual toleration of all peoples. A profounder habit of considering one's fellow-men enables us to see the same humanity under strange disguises of costume and diverse language.

By the printed page, now universally diffused and the possible possession of every member of society, the humblest individual has access at his own pleasure and convenience wherever time and place find him, to the wisest and most gifted of his race. He may penetrate by his industry during his leisure hours their deep solutions of the problem of life, and become himself wise like them.

Not only the printed book affords this access, but the printed page of the newspaper comes more and more to serve up each morning for the people of every urban population, *i. e.*, every city and town and every village on the railroad, a spiritual breakfast, with many courses; a few thoughts of the wise, a poem or two, some popular statements of the recent results of science, some pieces of biography and history, and, chiefly, a complete picture of the movement of the world of humanity far and near—so complete a picture that from day to day the events seem to march forward from inception to denouement, before our eyes, with the consequence and necessity that we see in the dramas of Æschylus and Sophocles. Through the prose reality of everyday life as seen in the newspaper column there shines the great purpose of history.

We find the printed page in its myriad forms the most potent agency for the realization of the high spiritual being of man in the image of God, and the most perfect means for the emancipation of man from slavery to his own ignorance and passions, and from his dependence on others for guidance and direction. He becomes less dependent on a fellow-man for master—one brain to govern two pair of hands—and more independent and self-directive, more rational, and more participative in the wisdom and goodness of the human race.

This participation has been rendered possible by the inventions which have brought the art of printing to what it is and by the other inventions that have facilitated transportation and rapid communication.

Delayed development.—Rev. A. H. Quint, in the *Congregationalist*: Some natures start upon what may be called a visible development later than others. The schools are full of such cases. From some cause, perhaps from unfavorable circumstances, the powers were not awakened. It was like seed in a cold soil. Perhaps some stimulus was needed, some motive power, sufficient to awaken the energies. Some boys have been waiting for a wise teacher to direct them. It is unfortunate that the system of sharply graded schools, with all its advantages, has the disadvantage of depressing individuality. In the old district schools younger or slower pupils learned nearly as much by absorption from the recitations of the more advanced as from their own direct study. The graded system naturally keeps back the slower minds, especially by failure to allow promotion, often to their positive injury. Such lack stimulus, lack encouragement. I am sure that pupils often do better by going on very imperfectly than they would by being kept back for continual restudy of the same monotonous work. Many a teacher thoroughly understands this subject and adapts his work to the individual needs of pupils into whose condition and ability he has an intuitive insight. The true teacher never despairs.

Then, again, some minds work more slowly than others and the development at different stages is, of course, later. Here, again, is a defiance to any theory of uniformity. The machinery which would demand such uniformity is necessarily clumsy. Nor is slowness a cause for discouragement. It is not rapidity of growth, but its quality, which tells. Sunflowers grow up very rapidly, and the growth of white oaks in a year's time is hardly visible. But the white oaks last for centuries.

It is not true that college valedictorians are never heard of after graduating. But

it is often true that in the course of years many a classmate develops into a greater manhood than the valedictorian. Perhaps the first scholar ripened too early and in his brilliant exercise of powers exhausted those powers or attained his growth in his youth. It would not be a fair comparison to say that the early summer fruits are the specially short-lived ones as compared with those of autumn, but it is true that youthful brilliancy may not be the strongest prophecy of solid autumn harvests. Nor is it a fact that men destitute of early rapid development may not come to be the strongest men in a mature generation. There would be no difficulty in finding the names of men whose early development was slow, but whose ripened experience has given them positions of respect and power. On the other hand, I recall a shrewd remark made regarding a particular person before his life ended at a mature age: "Yes, he has been a very promising boy all his life."

There is sometimes another reason for delay in development. It is when the person has not found his fitting place. I know a boy—no, he is a young man—who is making a remarkable success in everything pertaining to electricity and electrical machinery. He never was a dull boy, but I am sure that he would have practically been a failure if the tastes of his boyhood had been thwarted. His mental development, aside from his mere technical knowledge, is as strong and clear as that of men in any pursuits. He might never have been an able lawyer, but his training in his own line has given him as vigorous, clear, and accurate a mind, and as good power of reasoning, as is secured by lawyers, of a high grade. Sometimes such development waits for just the right line in life. If there be real power, there is restlessness until the true place is found. That place, for the best development, means conscience, object in life, tastes, and mental characteristics. Given the right opportunity, and such a person goes on to success. If development is not witnessed, it is fair to ask whether there has been the natural opportunity, so far as work is concerned. In the case of a boy, it is fair to ask whether his natural drift has been observed; whether, if he is old enough, some object in life is clearly before him, in which he is to find stimulus for preparation; whether he is under the guidance of a teacher who comprehends his fitnesses and needs; whether he is the victim of some system of machinery as remorseless as that of a cotton mill.

The worst method of dealing with a slow boy is to get angry and call him hard names. Give him a chance. Deal gently with him. A slight recollection comes to me of a girl in a grammar school who, I was told, could never pass the requisite examination for promotion. I was present on the day of a kind of exhibition examination. I had asked to have this girl quietly pointed out to me. Questions in arithmetic were thrown out to the class; up went the hands of ready pupils, and the girl in question seemed to me rather bewildered. I concluded to try an experiment. I asked the teacher to give out another problem very slowly, to repeat it after a pause, and said that no hands were to be lifted until I called for them. I gave a considerable time for the pupils to think and saw a look of intelligence come over the girl's face. Calling then for the hands, the girl's right hand went up with the others, and I naturally asked her for the answers. Her work was correct. She had been suffering from impatient haste.

The relation of mnemonic systems to the cultivation of power of thought.—Report of a committee of the National Council of Education: Your committee for psychological inquiry have selected for their report this year the question of memory so far as it relates to schemes devised for its aid. They have considered it to be evident that whatever cultivation of memory tends to the arrest of the power of rational thinking is to be by all means avoided. It seems, therefore, to them that some of the schemes of mnemonics which are advocated are to be condemned without reservation. Those which proceed upon the principle that memory is to be cultivated by association, and that all kinds of association are equally good, should fall under the ban. For in order to find interesting associations they suggest the search for absurd and ridiculous relations. The philosopher Locke has condemned such devices, and asserted that "the connection in our minds of ideas in themselves loose and independent of one another has such an influence, and is of so great force, to set us wrong in our actions, as well moral and natural, passions, reasonings, and notions themselves, that perhaps there is not any one thing that deserves more to be looked after."

Your committee think that in all cases the mind should seek essential relations, and particularly the relation of cause and effect and that of individual and species. Necessary connection enables the mind to make deductions, and thus it acquires a sort of generative memory, so to speak, a memory which can deduce or develop from given data the other data that stand in relation to it. It is true that this is difficult with regard to certain classes of memory, as, for instance, the memory of proper names, or the memory of dates, or memory of words in general.

Your committee think that the memory of dates, names, or words in general can and should be cultivated to some extent without attempting association of any kind except that of sequence. The committing to memory of fine passages from poets and literary prose writers certainly cultivates a memory for words without

detriment to thought. A memorized list of proper names, names of persons of historic note or characters in the great literary works of art, such as the plays of Shakespeare, the Iliad, and Odyssey—the memorizing of these names will serve the double purpose of being at once very useful and a means of arousing into activity faculties in the mind grown torpid. Also the memorizing of paradigms in the study of language has the effect to cultivate this memory of words and isolated items. If the mind thinks at all in the process of memorizing these lists of proper names and the important dates of history or the paradigms of grammar, it considers the deeds and characters of the persons named, or the events associated with the dates, or the logical relation of the inflections to the verbs and nouns inflected. And such kind of thinking as this is positive and valuable. But in case of associating in accordance with certain mnemonic rules the names, dates, and inflections with arbitrary and fanciful suggestions, the thinking power is set moving on wrong lines.

If the discovery of Broca, generally recognized as the beginning of physiological psychology on the new basis, is to be understood in the sense that a certain convulsion near the base of the brain is used by the mind in recalling words and associating them with ideas, it would seem that a cultivation of the memory of words should be undertaken in later life by all people who have an incipient tendency to aphasia. If a person finds himself forgetful of names it is a health-giving process to take a certain portion of time in committing to memory words. If this is done by committing to memory new master-pieces of poetry and prose, or in committing to memory the words of a new language, there is profit and gain to the thinking powers as well as to the memory. Doubtless the cultivation of verbal memory, building up as it does a certain convulsion in the brain, has a tendency to prevent local paralysis in that organ.

This contains a hint in the direction of keeping up in the later part of life the faculties which are usually so active in youth. The tendency is to neglect childish faculties and allow them to become torpid. But if this is liable to weaken certain portions of the brain in such a way as to induce hemorrhage, ending in softening of the brain, certainly the memory should be cultivated, if only for the health of the brain and the memory, for mechanical items and details should be cultivated on grounds of health as well as on grounds of culture.

Your committee presents these considerations as looking towards the true solution of the much-vexed question of memory in schools. The extreme advocates of rational method of teaching are perhaps wrong in repudiating entirely all mechanical memory of dates and names or items. Certainly they are right in opposing the extremes of the old pedagogy, which obliged the pupils to memorize page after page the contents of a grammar "*verbatim et literatim et punctuatim*," as, for instance, the graduates of the Boston Latin School tell us was the custom early in this century. But is there not a middle ground? Is there not a minimum list of details of dates and names which must and should be memorized both on account of the health of the nervous system and on account of the intrinsic usefulness of the data themselves? And must not the person in later life continue to exercise these classes of memory which deal with details for the sake of physical health?

Your committee have obtained the assistance of a distinguished specialist in these matters of memory, Dr. Pick, of London, who is noted for his repudiation of fanciful methods of mnemonics and for his adoption of rational methods in their place. Dr. Pick has promised to open the discussion on this report by some appropriate remarks.

All of which is respectfully submitted.

W. T. HARRIS.

As a member of the committee, I take pleasure in signing the report prepared by Dr. Harris.

E. O. LYTE.

Childhood from a medical standpoint.—Henry Ling Taylor, M. D., in the Popular Science Monthly: It is natural for the young child to move about and change its attitude almost incessantly; in the words of Sir William Jenner, "it joys to exercise every muscle;" and it is equally true that its eyes, attention, and mind should never be directed continuously at one object for very long. A child loves to glance at this object, pick up that, reach out for a third, not restlessly but wonderingly, caressingly, and joyously, just as a short time before the infant played contentedly with its rattle or its ring, waving it about or putting it into its mouth with endless repetition, but always without studious observation or strain of attention. I am afraid we often injure their small eyes and tender brains by requiring continuous repose of body and fixation of eye and attention on some one object, as is often done in the kindergarten and primary work, at the cost of ocular and nervous strain; and this combined with bad light and general driving may account for much of modern myopia, headache, and nervous troubles. We should advance in the education of muscle, eye, and brain from the general to the particular, and impose no task requiring precision or intense application upon young children. Nature is a good schoolmistress,

and her lessons are fundamental ones, no matter how much we may supplement them at school or university. The infant is learning fundamental lessons in the correlation of muscle, brain, and sense, through the almost incessant activity of arms and legs—at first without purpose, afterward in reaching, grasping, or trying to move about, and also when it smiles back at its mother or is quieted by her voice; so is the child repeating nursery rhymes, or busy with its quiet play or romping games; or the youth with his carpenter's tools, or riding, swimming, or hunting, and learning just as truly, and perhaps more truly, than the student burning midnight oil over Greek and calculus. Nature is never systematic in the school sense; and, however much we may systematize, we must at the same time cultivate our powers and round out our individuality by keeping in touch with so much of nature and man as lies within our horizon in a restful, informal way. If a man is to develop into something more than a machine or formula, he should be encouraged from childhood to bring all his powers into relation with his environment and to seek a wide range of adjustments between himself and the outer world beyond the tread-mill round of special or formal pursuits which necessarily occupy much of his attention. Many fail to appreciate the importance of this indispensable natural culture, and endeavor to supplant the spontaneous by the formal. I know of a little girl whose interest in flowers was destroyed by an attempt to teach her technical botany at too early an age, forgetting that it means more to love flowers than to know botany. In another case the attempt was made to substitute history for a boy's ordinary reading, with the result of spoiling the boy. On reaching manhood his favorite author was E. P. Roe.

The true aim of education—Dissipation of energy.—L. J. Rundlett, superintendent of Concord (N. H.) schools: The tendency of all education should be toward the moral. All the force and resources at our command should centre in the formation of those principles that lead to the development of true manly and womanly character.

Education is not so much a matter of memorized matter from books, as it is a well-defined knowledge of what constitutes good citizenship—a courage to do what is right, a zeal for work, and an inclination to make the best use of one's ability. If a boy has all these he possesses a good education. Society is far better off with an ignorant man who is well disposed, than with a college-educated man of vicious principles. The trouble comes not of systems, other than of systems as products of the times. In order to reform the former, we must first reform the latter.

The river of knowledge formerly flowed in a narrow channel. Its powers lay in its depth, and its force was resistless. The river to-day is thinning into shallows, and its force is somewhat diminishing.

It is dissipation of energy that is to be feared. In trying to grasp everything we retain nothing. This lack of concentrated thought appears in all our pleasures, in our business, and to some extent in the common school. Children must be educated younger than usual to satisfy fashion and educational demagogues. Everything must be taught and the work must be done in the shortest possible time. The idea is wrong, and the results sad to contemplate. Society, having partially lost its standard of matured thought, intellectuality, and the charm of home-bred common sense, clamors for the youth in his teens. The result is the school system is blamed if results are not forthcoming in the shortest time possible. The school is not at fault, but rather the times.

The best education possible to those who will have no other.—Albert Bushnell Hart, in the Educational Review: We have two very distinct classes of pupils in the grammar schools; children who do not expect to go beyond the grammar schools and children on their way to college. Of course the schools, the academies, high schools, colleges, and universities are all engaged in different branches of the same pursuit; of course they must work together. Cambridge makes careful and very expensive provision for the preparation of boys and girls for college. Should the city go below its Latin school and make any sort of special provision for future college students in the grammar schools? In the minds of the committee it has seemed more important to organize as good a course as possible for those who stop at the end of the grammar school. It seemed likely that an improved course would also carry children farther on the road toward higher education; but the motive has been the desire to furnish the best education possible to those who will have no other education; to make the people's schools more popular because more effective, and to carry more children to the end of the grammar-school course.

What makes great books great.—The Christian Union: Literature is not information nor fact. It is specifically and distinctively life. Great books contain invaluable knowledge and are full of the richest specific instruction, but that which makes them great is neither the knowledge nor the power of instruction; it is the life which they

contain. Whoever gets at their secret finds himself in contact with a deep, rich, inexhaustible life; for Milton did not exaggerate when he said that a great book contains the lifeblood of a master spirit. It is made great by this supreme vitalization, so that while Shakespeare and Dante crowd their pages with historical knowledge, with incisive comment, with the very substance of instruction, the supreme quality which they give is this quality of life. To come in contact with literature in its great works is, therefore, to bring one's self to the very fountain of life; to keep one's self in constant companionship with Homer, Dante, Shakespeare, and Goethe is to keep one's self in daily contact with the greatest sources of intellectual life. No man who knows this Shakespeare on the literary as well as on the scholarly side can by any possibility be a dull man or a dead man. There is a vitality in Shakespeare which, if constantly communicated, gives the most obscure and narrow life into which it is brought breath, movement, and enthusiasm. A man saturated with Shakespeare would be educated if he knew nothing else. To know Homer, Dante, Shakespeare, and Goethe in a genuine way is to give one's own life something of the breadth and the movement of the four great ages of civilization represented by those great writers. The teacher who feels thoroughly the spell of the "Odyssey" has more power of conveying to his pupils an adequate idea of what the ocean means as a feature of the natural world, as one of the sublimest parts of nature, and as a means of communication between races than the man who has the most exact scientific knowledge of the whole subject. The teacher who knows his Dante to the heart can give his pupils a clearer notion of what the Middle Ages were in their essential life, their worship, reverence, wonder, and intensity than he who knows the whole literature of the subject without entering into the secret of it; while the teacher who can put his English history into the hands of his pupils because he sees it with Shakespeare's eyes and realizes it with Shakespeare's imagination will have infinitely more power than the man who has all the facts at his finger's ends. These great writers are the sworn and irresistible foes of routine and deadness. They are full of immortal freshness of life, seen with new eyes, and reported at first hand. Slow-footed erudition, methodical, patient, and eminently uninspired, may sink her wells into them from generation to generation and yet leave them exhausted.

II. HIGHER EDUCATION.

Intellectual overproduction in Germany.—Dr. Geffcken, in The Forum: Germany suffers from an intellectual overproduction. All professions are overcrowded. It was fondly believed up to our days that the state had no more important task than to render the acquiring of knowledge as easy as possible, and for that purpose to establish many higher schools. But it was not asked whether there was room enough for employing men when their education was finished. Taking, for instance, the career of law in Prussia, we find that there are 1,851 men who have not only passed through the gymnasium and the university, but have already served the state gratis for about five years, while the annual average demand is 100. There are more than 7,000 examined architects without a fixed employment; it is the same with engineers, teachers in classics, mathematics, etc. These unemployed forces are particularly attracted to the great capitals because everyone hopes that with the many chances they offer he will find a gap into which he may jump. Men of university training are, almost without exception, capable only of intellectual work. If they do not succeed in their branch they can not become tailors or carpenters; they must take to pettifoggery, giving lessons, copying, writing for inferior papers, etc. There are lawyers, physicians, doctors of philosophy among those who are regularly relieved by the Berlin poor board. All these men are of course discontented with the present state of things, and ready to join with those forces which hold out hope of overthrowing it. Nor are female candidates wanting in this proletariat. All those who give cheap lessons, write mediocre novels for low-class journals, or work for shops at starvation wages are swelling the army of social revolution.

College graduates as business men.—President Seth Low, of Columbia College: As one who has carried his college education out into the world and tested it there, and who now has returned to the educational field to concern himself with the problems that are found there, I want to bear my testimony to the value of this thing which we call the higher education. It is doubtless true that the college graduate entering upon a business career is at a disadvantage during the first few years of his business life as compared with those who entered business when he entered college. If, however, the man has a capacity for business, I venture to say that in five years, certainly in ten, he will find himself more than abreast of his friend who did not go to college. The trained mind can master the problems of business better than the untrained mind, as it can master other problems better for which it has itself any natural capacity. Beyond that, the man himself, outside of business, will have more resources, and is likely to be a greater power in the community in which he lives.

When it is contended that college-bred men rarely succeed in business it is to be remembered that it is currently believed that 95 per cent of all men who engage in business sooner or later fail. It is only the select few in any department of human activity that conspicuously excel. It may easily be that the tastes which lead men to go to college are not frequently found in combination with what I may call rare business genius. I venture to predict, however, that should such a combination exist, a college education, so far from unfitting the man for a business career, would make him a power in the business world beyond all his compeers who had not been so favored.

Educational value of different studies.—Inspector John Leath, of Ontario: It is, I believe, far more difficult to reach in Latin or Greek, and especially in Greek, that state of proficiency in which the literary value of the language is fairly available than it is to reach the same state in either French or German. The educational, not to speak of the literary value of Latin and Greek, when properly taught and given the necessary time, is greater than that of French and German; and assuming the requisite mental maturity, it is easier to become fairly versed in a science than a language, either ancient or modern. But for the ordinary high-school entrant the science option, which attaches less importance to mere memorization and more to correct observation and induction, is more difficult than a language one. The practical value, however, of French or German is greater than that of either Latin or Greek. So, too, in the case of a science, the educational value of which, besides, is at least as great for the ordinary purposes of life as that of a language; having due regard of course to the fact that, assuming proper receptivity, the science is more readily acquired. * * * The science with fractional accuracy—for nothing else will satisfy the partisan—is a problem incapable, I believe, of definite solution. * * * But the relative value of the departments is not, I hold, a matter of prime importance, so far at least as our high schools are concerned. What one department lacks in purely pedagogical value it makes up in greater and more available practical usefulness; and so far as the languages are concerned, the real differentiation is more marked in the later than in the earlier stages of their acquisition. Most modern and progressive universities, also, as, for instance, London and Harvard, equate Greek, French, German, and some science, and even so difficult a language as Arabic or Sanskrit. This course, we have reason to believe, has proved advantageous to the universities and to the general public.¹

Unwise to crowd a four years' course into three years; the Chicago plan condemned.—The Nation: We think it a grave question whether the policy here indicated is a wise one. We do not think that students ought to be encouraged to crowd a four years' course into three years. We do not think that many young men will be able to do this without injury, and Chicago University, which is a coeducational institution, encourages young women to do it. The requirement of a medical certificate is a confession on the part of the university authorities that such an attempt is fraught with danger. But the safeguard of a "physician's" (i. e., any physician's) certificate is quite inadequate. * * *

The proposed summer quarter has another side. If there are students there must be teachers, and it appears from the calendar that a considerable number of instructors will be held in Chicago through the hottest months of the year. It is apparently to be a serious thing, this summer quarter; "the courses of instruction," the calendar says, "will in general be so arranged that a student may enter a college or school at the beginning of any quarter." The university is not to play at summer schooling; it is to be run under full pressure. What that pressure is we have pointed out in our preceding notice. The most important courses of the "academic colleges" are crowded into single terms of six weeks, by devoting ten hours a week to a single subject. Throughout the university, courses of less than five hours are exceptional. It is a system of "cram quizzes," and every college man will appreciate the strain upon students and instructors. These long courses in short terms, the attempt to keep the university under full steam through the moist heat of a Chicago summer, the encouragement given to the student to compress four years' work into three years—the whole scheme breathes that nervous, restless haste which is one of the most deplorable features of American life; and when our universities come to forget that "school" means leisure, and that high-thinking can not be hurried, one of the last safeguards against the national vice of overpressure will be lost.

The maturer students get the best results.—A writer in Education: The object of a college education is by no means to get through a certain number of studies in a certain time and be launched in life as soon as possible. When we come to consider the effect of the studies pursued on the body and mind of the pupil, and to estimate

¹ The Educational Journal, Toronto, May 1.

his power of absorption and assimilation; when we take into consideration the facts that not until 25 or 30 years of age does the body obtain its full growth and solidity, and that there is a very close parallelism between the mind and the body, we shall rather inquire how we may delay or prolong the pupil's preparation for his life work until his mental powers are strong and mature enough to get the best good from the studies which he pursues. Our own experience and observation goes to show that the maturer students in college get the best results from the course.

Profs. Haeckel and Zarncke on the educational value of the classic languages, etc.—The following letters were addressed to Felix Adler, of New York City:

LEIPZIG, April 17, 1876.

HIGHLY HONORED SIR: You have expressed the desire that I should put in writing briefly the views I uttered this morning in our conversation concerning the value of instruction in classic languages. I gladly comply with your request, taking it for granted that you wish only a brief statement of my views, not an extended argument, for I scarcely would find the time for the latter.

I must preface my remarks with the statement with which you are familiar, I trust, that I am an advocate of modern languages and literature, especially the German, hence that I might have good reason not to be favorably disposed to the preponderance of the classic studies, and to wish that to the study of modern literature a larger scope be given. However, the contrary is the case. I am of firm conviction that the cultured part of the race would repent if it should temporarily cease to consider the study of classic antiquity the chief source of its entire intellectual culture.

However much we may at present be superior to classic antiquity in the separate sciences, in general intellectual culture, in acuteness of thought, and in ingenious thinking we are not. Under the influence of a religion which is able to grandly develop our emotional nature, but which has at all times been disinclined to barren criticism and the superiority of the intellect, not even the natural sciences are able to prevent us from falling into the errors into which all epochs have fallen that turned away from antiquity. Look into history and you will find that all those centuries which lost intimate contact with antiquity fell into subjective extravagances, despite the respectable knowledge and progress they exhibited in the natural sciences. The reawakening of the study of the antique world during the fifteenth century was the signal for a reawakening of the thinking spirit, and its power has been the more important the more it relied upon the thoughts of the Old World, especially the Greek. That in the domain of art the Old World was far ahead of the present development of art, in noble forms, I need to mention only in passing.

This point of view, which is in favor of the study of classic antiquity, I should like to term the historic one. Equally forcible is another argument, namely, the pedagogical. There is no better means for intellectual discipline than this thinking over and over again and observing the act of thinking to which we are forced by learning the classic languages. There is something mysterious in its effect, and an experience of many years has confirmed this again and again. I am a member of two examining boards, before one of which young men appear who have been educated in gymnasia, that is, on a classic basis, while the other board examines young men lacking this basis. Now the latter surpass the former frequently in knowledge, but in cases where intellectual maturity comes into play, in composition for instance, the graduates of classical schools far surpass the graduates of other schools in such a degree that it will scarcely admit of a comparison.

This formative effect is chiefly due to the Latin language, which, on account of its lack of articles and its frequent lack of particles, is not only diametrically different from our modern languages, but teaches with what few means and with what grand simplicity, great things may be accomplished. Greek with its articles and wealth of particles enables speech to assume a great number of shades and tints; it would therefore seem more familiar to us. Hence the formative value of the classical study is based chiefly upon Latin, and I should therefore never abandon free Latin composition. If well directed and not abused by Ciceronian phraseological tinkling, it may be a most excellent means of intellectual discipline. On the other hand, the historical value of the study of classical antiquity would seem to be found more in the Greek, for the Greeks were particularly productive in philosophy, art, and literature, while the Romans were diligent imitators of the Greeks.

Hence it is my desire that our youth to whom the fortune is granted to acquire the highest and most perfect education, try to gain it at the hand of classical languages. They may learn to read and understand Greek authors with some fluency, above all Homer, the tragedians, Plato and the orators; they may learn also by mastering Latin grammar and Latin style to think clear thoughts, and to cast and recast them in new forms. Young men thus intellectually trained will not repent having spent much time upon these subjects, time which might have been filled perhaps with the acquisition of knowledge and practices that would be of use at

once in every-day life. These men will be the ideal center of the nation, they will ennoble and deepen the entire spiritual life of their nation.

You will find in the foregoing, condensed into a few lines, the main points of what a life which has not been without experiences has taught me. Accept this hasty sketch as it is; willingly I should have written more extensively, but I am over-loaded with work of the most different kinds. I should be happy to be able to contribute a mite toward laying the foundation of culture in your continent to enable it to become truly productive of ideal fruit.

With kind regards and the best wishes for your journey,

Respectfully, yours,

Prof. Dr. FR. ZARNCKE,

Dean of the Philosophical Faculty of the University of Leipsic.

ZENA, October 18, 1876.

HIGHLY ESTEEMED COLLEAGUE: In accordance with a desire expressed by you, I have the honor to communicate to you briefly the views I have formed in the course of my university career during the last fifteen years, concerning reforms of academic and gymnasium instruction. The chief stress in such a reform, it seems to me, ought to be laid upon the fact that higher education does not so much consist in the greatest possible quantity and in differentiated quality of knowledge, but in a most careful training of the faculty of thinking and judging. Especially in our time in which the extraordinary perfection of the material means of culture offered by the natural sciences, the refinement of our needs, the great upward tendency of the polytechnical branches, give powerful aid to practical materialism, it appears to me most necessary to call attention to the great advantages we owe to ideal means of culture, and to see to it that the matter of instruction which is visibly growing in quantity should not oppress and stifle the learner, but be mastered by him, and made serviceable. For it is not the mass, nor the variety of knowledge, but the lucidity and harmony of the intellect, and the comprehension of the causal connection which is the highest aim.

Regarding the significance of instruction in gymnasia, I wish to say that I belong to those who still see in classical culture the best foundation for all higher scientific culture. I am specially of the opinion that a methodical study of the classic languages (Greek no less than Latin) is indispensable for the latter, and can not be replaced by a study of material things. In comparing such students who came from classical gymnasia with those who were educated in modern schools (Realschulen) I always noticed the superiority of the former, despite their often defective knowledge. Even in the study of any special branch of science, zoölogy for instance, I have found that the former penetrate into the higher and general problems of science more easily than the latter. I am therefore opposed to the admission of graduates of modern schools (Realschulen) to the study of medicine, and I can judge in this matter from my own experience. Though pupil of a purely classical gymnasium in which very little natural science (except a little physics, etc.) was taught, I have nevertheless come to the conviction that the better scientific preparation of the modern school student does not in any way secure him a lasting superiority in the study of medicine, while his undisputed inferiority in history and philology is, even in this study, of great disadvantage.

With that I do not mean to convey the idea as though I wished to exclude the natural sciences from the gymnasia. On the contrary, I believe that they may be pursued with great advantage alternately with historical and philological studies, although in a different manner than is now commonly done. Certainly a general view over the elements of natural science forms a most desirable part of all higher education. But to me it seems that even the lower and middle grades of the gymnasium, in connection with the elements of geography, the essentials of the physical condition of the universe and our earth may be given. Later might follow the essentials of the inorganic natural bodies (though without special descriptive natural history). In the highest grades of these schools the essentials of physics (together with the bare elements of chemistry), geology (only the main features, origin, age of the earth, and periods of creation), general anthropology (the human frame, races, and language affinities in connection with the history of primitive ages). I should think in a few lessons the first element of these important natural sciences might be communicated as far as is in fact necessary for every cultured person. In every one of these subjects I should lay the main stress upon the historical development, not upon the knowledge of facts. Mathematics I should continue in its place and to the present extent.

As far as university instruction is concerned it seems to me to be the most important thing that the student be not at once introduced into his special study, but be obliged to attend lectures of general interest for at least two semesters, especially philosophical (history of philosophy) and historical lectures, etc. A general anthropology, ethnography, history of creation, etc., would be interesting alike to all faculties and

would contribute to general culture. Exclusive professional study should not begin till the third semester. It would be of undoubted advantage if later on the practical university studies (especially the technical and administrative branches, clinical practice, etc.), at least the most special ones, be excluded from the university course and treated in higher special schools. With large hospitals, for instance, (which medical students visit after the completion of their studies) this is already done. The university must remain "Universitas litterarum." These are briefly my views, which, however, greatly deviate from those of most of my colleagues. Pardon the fragmentary nature of my letter; I am overwhelmed with work.

Most respectfully, yours,

ERNST HAECKEL.

The readjustment of the school curriculum.—Prof. Roland S. Keyser, in the School Review: If we do not come in the course of a few years to some understanding of what constitutes a good high-school course, it will be because we can not interpret the teachings of experience. Almost every study and every method of instruction is on trial somewhere. The American high school has much greater freedom of movement than the grammar school, and it has to a large extent availed itself of this freedom. When, however, we are assured by those who have tried one system that the results are in the highest degree satisfactory, and by those who, strongly disbelieving in this system, have tried one very different, that their own results are almost ideal, we may reasonably conclude that the lessons of educational experience are very hard to read, or else that there is no great difference in methods and studies in secondary education. Men whose feelings are strongly enlisted in favor of a particular system will be slow to see that it is not entirely satisfactory; while how to compare fairly the results of different methods is one of the most difficult problems of education. So much depends upon the individual himself that, under any system, pupils will grow up to be men and women who will play their parts in life very much according to their abilities. Stimulus and example count for so much, also, that it is better to have a poor course of study with the living force of a great teacher behind it than a faultless curriculum with mediocre instruction.

In the present condition of American education there can be no great harm, indeed, there may be considerable advantage, in having quite a variation in the high-school courses designed to fit pupils directly for life. But the practical advantages of having a uniformity in the requirements for admission to college are very great. Almost every college has some peculiarities in its requirements; and when a school has to prepare pupils for several colleges, as most schools do, it is almost sure to give them a poorer preparation than if they were going to a single institution. It is remarkable that colleges do not have a course whose requirements for admission are the subjects taught in secondary schools in courses which are not classical. Colleges which desire a large number of students bid for them with special or technical courses, or with courses whose requirements for admission are not very substantial. Colleges would largely increase their number of students and do real service to the cause of education, if they offered a course of study such that the requirements for admission would be the subjects ordinarily taken by students in secondary schools who have no definite intention of pursuing their studies further.

In all our discussions of the readjustment of the school curriculum, it is well to remember that society is being constantly modified, that we are living in a period of rapid and often unforeseen changes, and that, as education is to fit men to live the life of their time, all arrangements must be more or less provisional. If we are seeking for an ideal curriculum we shall fail, as the wisest men in all the ages past have failed. A healthy discontent with our present circumstances and work is wise, but it is also wise not to be too discontented.

III. HEALTH OF SCHOOL CHILDREN.

The health of school children as affected by school buildings.—G. Stanley Hall, president Clark University: When a child begins to go to school the change of his environment is very great. Instead of constant activity, he must now sit still and keep still; instead of moving his hands and arms freely, the strain of effort is now focused upon the very few, tiny, pen-wagging muscles. The eyes, instead of moving freely, are confined in the zigzag treadmill of the printed line. It is no wonder, therefore, that the child so commonly loses weight on first entering school; that shortsightedness and other eye troubles increase almost regularly through the school period; that headaches, anæmia, scoliosis, defects of development, if not signs of disease appear in stomach, heart, and lungs, and especially in the nervous system, the gradual deterioration of which is so hard to recognize (see the well-known works of Hertel, Key, Warner, Cohn, and others). If the school is tending to physical deterioration and toward a sickly age, as certain mediæval institutions are said to have

caused the dark ages and the plagues, we ought to know it. The school ought to develop a sound mind in a sound body; for what shall a man give in exchange for his health, or what shall it profit a man if he gain the whole world of knowledge and lose his own health? I hold that it is not too much to say that everything about the school—building, seats, and desks, hours, subjects, and methods of study—should be determined primarily with a view to health, on which, especially in children, even morality so largely depends. * * *

The schoolhouse, which has been called more important for the development of the average child than the home itself, ought to be a palace of health. I proceed to sketch, very roughly, the salient points culled partly from laws, which are far more detailed in Europe than here, partly from norms recommended by educational bodies, and partly from ideals described in various books.

A. The site.—This should be high, dry, a natural and not artificial soil, with no foreign matter in it; is sometimes tested by boring; marl, lime, or sand ingredients being good, and clay bad. It must be remote, if possible, from liquor saloons, the noise of machinery, offensive or unwholesome odors, marshes, ponds, graveyards, dust, or any form of nuisance or danger, and the street should, if possible, be asphalted near it. One norm prescribes that the distance of the schoolhouse from all other buildings should be twice their height.

B. Yard.—This should be inclosed by a hedge rather than a high wall, or by some transparent inclosure, that children may see the life of the street, and that all passers-by may see and be interested in the children, their play, and the school. The yard should be a porous earth rather than brick. Some norms prescribe three square meters per child as the minimum. Sheds for play in rainy days, often with glass roofs, are very common, especially in France. A few simple, permanent pieces of gymnastic apparatus are perhaps more common in Germany. In more rural districts school gardens containing a few medicinal plants, and even a few poisonous ones to be avoided, flower beds, a beehive, a tiny hothouse, and even individual beds for children to be responsible for, etc., are often found.

C. Basement and walls.—All the building should be undercellared; should never contain water-closets; janitor's quarters, especially pantries, should be separated from the rest of the cellar by tight walls; the floor should be cemented; the basement should be kept scrupulously clean and well ventilated, and more or less heated. Some norms prescribe a water-table all round the building, a meter wide and plastered, to prevent the ascent of ground moisture. The walls should contain plenty of air chambers, and be strong enough for an additional story. Steps up to the building should always be protected above and on the sides, or, better yet, within the walls.

D. Floors.—The lower floor, for the youngest children, should be at least a foot or two above the street level, should be of boards neither too hard nor too soft, but splinterless. Hamburg legislates on the cracks in the floor, which have been found to contain almost as many bacteria as the filth under the finger-nails of children. The thickness of the floor boards should bear a fixed ratio, often prescribed, to the distance between the joists. There should be no dry sweeping, and the floor might sometimes be washed with a weak sublimate. Some ideals avoid all corners and angles by means of curved moldings such as are sometimes found in hospitals. All ceilings should not only be double, but should contain sound-deadening layers.

E. Halls and stairs.—The halls should be wide, light, well ventilated, so that not only clothes racks and umbrella stands can be placed in them, if necessary, and sometimes bookcases, etc., but that exercises may be held in them. This is, of course, quite ideal. The stairs should be at least a yard and a half wide, with steps broad and not too high, and corners not too sharp. The stairway should always be broken by one or two landings, never circular; should be of brick or iron, or some fireproof material, should have hand rails on both sides, should be light, warm, and ventilated.

F. The schoolrooms and windows should contain no posts or pillars, should be from 3 to 4 meters high; the walls of the room should be of some mild color—light blue, green, yellow, or gray. If a wood finish can be afforded, pipes for gas and water, and electrical and other connections, should not be covered. Some laws prescribe the proportion of length of room to its breadth as two to three, some as three to five. The ratio of the window surface to the floor has been regulated by many laws, and in point of fact has been found to range from one-third to one-ninth. There is little uniformity as to exposures, but south and east seem on the whole preferred. There should be no direct or reflected sunlight. Windows in front of the pupil are worse, those behind better, and windows on the left of the pupil are preferred. Windows should be openable—a horizontal axis preferred—should go to the ceiling, and be square and not curved at the top. The height of the top of the window should be at least three-fifths the width of the room. The bottom of the window in one norm must be $1\frac{1}{2}$ meters above the floor; another law prescribes a minimum distance of $1\frac{1}{2}$ meters between windows, but they should be as near together

as possible. Dr. Cohn thinks that each child should see the sky from his seat, and has devised an instrument to determine the amount of sky visible to each child. He would have a photometer used in each schoolroom, and suggests, as the norm, what would be equivalent to the reading of good diamond type at a distance of 10 inches. The door should be a meter wide, never behind the children, should open outward, and should have a transom. The crosspiece bearing the number of the room should be as high as the eye of the average child in that room.

G. Heating and ventilation.—I am inclined to agree with the sentiment of Dr. Burnham, that whoever says that any existing system is superior to all others is either uninformed and crochety, or else an agent. Architects, as a rule, know almost nothing of heating, and still less of ventilation. It is these matters in which false economies are most often practiced. Living, as we do, at the bottom of a sea of air, where it takes as much force to move 100 pounds of air as it does 100 pounds of iron, we forget too that each day has its own problem. Many an excellent system is quite ineffective because not well managed through the ignorance or carelessness of a janitor. To change the air in a schoolroom completely once in every twenty minutes or half hour, as should be done if each child has on an average only $1\frac{1}{2}$ square meters of surface and 5 cubic meters of air space, is a very grave problem. The "school smell," and the injury foul air works in the blunting of faculties and the deterioration of tone, is due not so much to the carbonic acid as to the organic matter in the air of which this is the index. One ideal system is heating at frequent intervals all over and through the floor, with gratings and pockets to prevent the ascent of floor dust, by a central system regulated by thermometers in each room, with electrical contact shutting off or letting on heat automatically—a system, however, involving great expense, and therefore not generally practicable. Jacketed stoves, with air coming directly from outdoors, are used in country schools. Open fireplaces with their great waste are now sometimes resorted to in despair of a better system. This whole matter is a very complex bundle of problems in physics, as yet but partially understood, and still less often well applied.

H. Cost and school architects.—The German Government prints once in ten years an account of all educational buildings of all grades, each of which is described in tables of fifteen columns. An interesting method of presentation here found is to calculate always the cost of the entire building per cubic meter, per square meter, and per child, and also the cost of heating, ventilating, and plumbing per cubic meter. Educational architecture in Europe, while not exactly a vocation by itself, has an increasing number of experts, and has a vast and rapidly accumulating literature.¹ Within the last decade and a half the number of buildings erected has been enormous; a single lycée, recently finished in Paris, cost nearly \$2,500,000; a single university building in Vienna, nearly \$4,000,000; and for all grades of education the present might almost be called an architectural epoch. Even very special institutions, like school baths, school dormitories, eye clinics, school and university gymnasias, have elaborate laws or norms full of details and specifications, while the views of the taxpayer and the doctor, which are perhaps most opposed on the question of expense, are complicated and confused by the traditions of carpenters and the ideas of convenience by teachers.

I. School seats and desks.—These are most important for the child. Sharp corners and angles must be avoided; the teacher desires convenient visibility of as much of the child's body as possible, ease and quickness of getting in and out; while the doctor insists on adjustability to every part of the body with severely orthopedic exactness. Before Barnard's epoch-making work, which prompted a German writer to say that the school desk was the only contribution of America to pedagogy, seats sometimes ran around three sides of the room, so that the children sat with their backs toward the center, and must swing their feet over the seat to get out. In Freiburg, where many thousands of children were lately measured, the difference in total height, and the way that the total height was distributed between back, legs, etc., was found to vary. Thus, the method of marching before a scale, in the presence of the janitor, the numbers on which designated the seat proper for each scholar, seemed inadequate, convenient and rapid as it is for approximating a fit for seats. The body should be held upright, in a healthful, symmetrical position, with least muscular effort. Seats which favor bad positions tend to lateral curvature of the spine and interference with the functions of chest and stomach. The desk should overlap the seat by an inch or two; that is, the so-called "distance" should be minus. When the lower leg is at right angles to the floor, and the foot rests squarely, the lower part of the upper leg should touch the seat with the lightest possible contact. The distance from the seat to the floor is not the same for two persons of the same height, and foot rests, both horizontal and inclined, are very common in Europe. To get the distance from the top of the seat to the top of the desk, the child should sit erect, and the distance from the seat to the elbow, plus 2

¹See Pedagogical Seminary, Vol. 1, No. 3.

inches, is a common rule. The ideal seat and desk are, of course, adjustable to fit each child, and children should be reseated two or three times a year.

J. Writing.—This is the most important question of school orthopedics, and concerns especially the spine and eye. The position in writing now much commended in Germany is perfect uprightness of the body, both arms resting symmetrically in front and upon the desk about 2 inches from the elbow; the copy book square and in the middle, not slightly to the right, and not obliquely to the edge of the desk. The new vertical script now introduced, either as an experiment or permanently, in a number of places in Germany (Vienna, Bavaria, Württemberg, Bohemia), brings the pen on the down strokes perpendicular to the line, and the line is a very short one. Paper straight, writing straight, body straight is the motto of this script of the future, and indeed of a not very remote past. It is easier and more rapid. One observer found that over 90 per cent of the children, when required to change from the old method of writing to this, straightened up the body, and when changed back to the old script, fell into the "collapsed" position, and twisted the head so as to keep the axis joining the two eyes perpendicular to the direction of the down stroke of the pen. This latter position brings the eyes to unequal distances from the letters, and, some think, is distinctly productive of optical disorders. The new vertical script favors an engrossing pen with no sharp lines; the pen must point toward the elbow, which must be held one hand's breadth from the body; the pen must be grasped at a good distance from the point, the hand supported by the side of the nail of the little finger. The line is only from 8 to 10 centimeters long, and the paper must be pushed up after each line. One writer says he can always tell by the position of the body what script is used. One of the worst positions ever devised is one which has been introduced in some parts of this country, that requires a child to sit with its right side to the desk and the left turned away almost at right angles to it.

K. Reading hygiene.—The zigzag of the eye in reading lines and discriminating letters throws great strain upon the nervous centers involved. Many of our reading books are now printed in very good type, but dictionaries, atlases, and maps are often wretched. Cohn, and especially Javal and Sanford (see *American Journal of Psychology*, Vol. I, No. 3, on "Relative Legibility of Letters"), have made very careful studies of this subject. The scientific problem is, how to secure the greatest amount of legibility for a given surface without interfering too much with the traditions of type-makers or of readers. The forms of a few letters, like the small "e," which has a very low degree of legibility, and is confused with other letters at the least distance from the eye, are very slightly changed, as are the common rules of spacing, and all with great gain to the eye. The latter moves along a line with its focus directed to the upper half of the letters, for in English it is in the upper half that the letters are chiefly distinguished from each other. The little lines in letters should never be less than a quarter of a millimeter in thickness. The lower lengths of the "j" and "y" can be slightly shortened. The line should not exceed 10 centimeters in length, and new rules are laid down for spacing and leading.

I have spoken of but few points connected with school hygiene, and of these in the most sketchy and inadequate way. The subject requires a course of lectures, and there is nothing in all the school courses of study that should not be considered from the standpoint of health. Fatigue in school work brings not only distaste, but habits of inaccuracy and carelessness, and thus blunts the "school conscience." Burgerstein has shown by elaborate experiments and careful tabulation of the kinds of error made in simple arithmetical operations, based on the study of a large number of school children, that fatigue begins far sooner than was supposed, while over-effort brings increased speed of work, but greatly increased number and kinds of error. His studies are of great importance. Lakorsky thinks that the fourth hour is degraded in value 33 per cent less than the first hour by fatigue.

We know now that school children grow far more rapidly in certain years than they do others, and that during the stationary years they are most liable to disease. It is possible that we may infer that during the growing years they both catch and originate the most new impressions and ideas, but are most easily injured by strain and fatigue. Again, we know that growth is greatest at certain periods of the year, and yet again that the body does not grow uniformly in all directions at once, but that the energies of growth are focused now upon hands and arms and their centers, now upon chest and trunk, or face or sex. Other experiments are showing us what are the most effective hours of the day for work. We are making progress in obtaining a table of normal interests of children. Just as the hand is dwarfed if too great strain is thrown upon it in drawing or otherwise, before its "nascent period," while it would thrive and grow strong under the same strain just after, so, if an interest is forced precociously, its development is arrested.

IV. KINDERGARTENS.

Danger in half-way measures.—State Superintendent A. S. Draper, of New York: The kindergarten must be allied with every public school if it is to be undertaken at all, and it must be closely related to the public school, because its influence must permeate every department of the public-school work. The manner in which kindergartners perform their work must influence others. The work of the kindergarten must be carried through the higher departments as well. There is great danger of doing this thing half way. There is the greatest danger in compromising this matter. My light on the subject leads me to say that one of the saddest things that I know of in connection with our public-school work is bringing little children from 3 to 6 years of age into a public school and not caring for them through the agency of a tried and experienced kindergartner who thoroughly understands the system. The worst thing any city or State can do is to undertake this thing only half way. It must rest on a scientific basis or it will fail. If it rests on a scientific basis it will accomplish its purpose, it will make headway, it will bring conviction to the minds of all who are related to the educational system. * * *

I am not at all certain but that the kindergarten is an economical instead of an expensive addition to our public school system. I am sure that the average child who goes through the kindergarten will be at 12 years of age better educated, more intelligent, and a better child in every respect than is the average child at 15 years who does not go through the kindergarten. I know that that child will be more kind-hearted, more in sympathy with nature, more in love with his or her fellow-beings, a better citizen, and a stronger man or woman at the age of 21—the average child, I mean—than it is possible for the average child to be without this work. I believe that the kindergarten work is perfectly practical, and it will produce better results than any other department. Indeed, I am ready to say if it were a choice between the kindergarten and the high school, as to which of those branches of instruction should go, I say the high school ought to go and the kindergarten should be adopted.

The introduction of the kindergarten into Boston; how the financial difficulties were overcome.—Supt. Edwin P. Seaver, before the department of superintendence, National Educational Association: There is just one way in which the financial difficulties can be removed, and that is by means of an object lesson long enough continued to convince the people that every dollar that goes into the payment for kindergarten instruction is a dollar better expended than any other dollar in the whole school expense. That practical demonstration by means of an object lesson was given in my city, as is well known, by Mrs. Quincy A. Shaw, whose labors in behalf of the kindergarten are well known, and whose generous purse enabled her to carry out her plans. About fifteen years ago an experimental kindergarten was started in Boston, and it flourished a little, and it dwindled a little, and then it died. But it did not die without a resurrection. Mrs. Shaw took that kindergarten, told the teachers to go on and she would pay them. Then she added another and another, until in the course of ten years she had established in the city sixteen kindergartens, well provided with able teachers whom she had taken pains to have instructed by kindergartners the best the country could produce. These kindergartens were established in the primary school rooms. Whenever the school board decided to increase the number of school buildings, Mrs. Shaw got a room if she could and established a kindergarten. Then it came to be a serious question whether the school committee should adopt those kindergartens from the date of their establishment in the city and pay the salaries and other expenses. The impression still prevails in parts of the city where those kindergartens have been established that they were part of the public school system. I well remember the surprise of some of the members of the common council with whom I had interviews when they were informed that those kindergartens had been supported wholly by private charity and not at all by public money, except so far as the rental of the schoolrooms was concerned. They didn't know it. They thought they had been supported by the public school committee for a number of years. When I told them that it was not so, they said there should not be any more difficulty in getting the money for them. * * *

We wanted \$20,000 added to our regular school appropriation in order to adopt the kindergarten and pay the expense of the rooms and the material for the children; and, although the common council thought it was in a narrow financial condition, that \$20,000 came as easily as a five-dollar bill would come out of Judge Draper's pocket if I were short of money and wanted to get home. There has been no trouble in getting the money since—no difficulty at all.

The kindergarten now is the most popular part of our educational system. The number of kindergartens has increased from 17 to 33. They contain a large number of children, and they are under the instruction of skilled kindergartners—not green girls who are learning the art at the expense of the children, but skilled hands—

those who have received instruction for a year and a half in the normal school, and a half year's tuition in the special instruction necessary for the art of kindergartnering. Now, an object lesson, if it can be established and maintained long enough, will, I believe, convince the people in any city that the money necessary for the kindergartens should be voted it, whether any other money is voted for school instruction or not.

Story of the kindergarten in St. Louis.—W. T. Harris, ex-superintendent of St. Louis public schools: The first practical difficulty in introducing the kindergarten is that of expense. In the city schools, if it is so managed that the expense per year for the education of the child in the kindergarten is as much as it is in the high school, it is a very valid objection to the development of the kindergarten. Therefore it is a very important question as to how to manage it so as to get the kindergarten, and get it in a cheap way. I want to contrast the method in Boston and Toronto, and St. Louis and Minneapolis. The method in Boston has been that the noblest and wealthiest people there have pleaded for the kindergarten. Boston is the second city in the United States in point of wealth, and hence the question of expense is a very small matter to the Boston taxpayer. That, therefore, has never been an important matter with them. When I first saw the kindergarten, I saw it in the Boston public school. Mr. Philbrick had gone there. The whole object of that introduction was to show that the introduction could not be made. The teacher had twelve pupils, and the expense amounted from \$50 to \$60 a year per pupil. * * *

When the kindergartners came to me in St. Louis and said they wanted it, I heard their reasons. The kindergarten did not take much hold of me. They said they wanted to utilize play. I said it could not be a very wise man who merely wanted to use play. I said you have got to show how this play does something in building up intellectual character in general. On observing the kindergarten and its work, I thought I discovered that the kindergarten of St. Louis, instead of commencing with play, took the child at the transition period. It takes him through the symbolical stage of its work. It is just as important a part of education as any. We found in St. Louis that the children who began at 4 and 5 years of age in the primary schools were not as progressive as those who had been one year in the kindergarten, and, what is more, that the children who came in at 7 years of age would have less asserted development. The kindergarten certainly brought the child out in a healthy state of mind, and in a proper receptive condition for what comes afterward. His growth was looked at in a proper manner. Now comes the financial experiment. First, we had large, heavy tables filling up the room. These could not be moved when we wanted to clear the floor for the games. We had forty children, and we had to have another room for these games. That was two rooms that were taken away from the primary schools. That, of course, caused the school boards, who were looking to the matter of expense, and the question of building more schools to provide for 2,000 or 3,000 children a year, to shake their heads. We had one very well paid teacher and director, a paid assistant, and three or four voluntary assistants.

It takes a great many teachers for 100 pupils. Perhaps in a primary school a teacher can manage 80 of those pupils, whereas in the high school a teacher can manage about 30, while in the kindergarten she can manage 12, or perhaps 20. We fixed our limit at 20 for each teacher. It became obvious that the kindergarten must hunt up some other form of management—of school management—and we discovered it in the Lancasterian system. We called it the semi-Lancasterian system in St. Louis, because one of our teachers for the kindergarten was from our normal school. We had one very excellent teacher, one who had served for some years, and others who were coming to a realization of the demands of kindergarten work through their apprenticeship. We found by paying one good salary, and a smaller salary to the assistants, that we could reduce the price and the cost of the tuition, and get it below the price and the cost to the taxpayers of the primary school. We cut it down, I think, to \$5.40 on the total annual expense per capita, and I think another year we can cut it down to something a little less than \$4. That, of course, was so small a price for tuition that the kindergarten had solved the problem of expense, and we had no trouble as to the semi-Lancasterian plan. That is to be recommended, for some conditions. I do not think any city can successfully introduce the kindergarten unless it looks out for the method.

We found that the ordinary 30 by 32 room is not a proper size for the kindergarten. You need a larger room. We made the building 60 feet long, and we put into the room, instead of 75 pupils, as you have in Toronto, 150 pupils, and these were altogether the best kindergartens we had in every respect. We had a splendid teacher at the head of them; we had a paid assistant in them, and then we had volunteers. That is where we got the cheapness of our rooms. Then you can have the place wherein these wonderful symbolical games and plays are brought with their tremendous spiritual effect on these children. They are the best as to the matter of

expense. With regard to forenoon and afternoon classes for the kindergarten, they said we could not get children to come in the afternoon. The very first week, when we took an expression of opinion from the parents on the subject, we found that there were more who preferred the afternoon kindergarten to the forenoon kindergarten; and we found a good many strong and enthusiastic kindergartners who were not only able and competent, but willing and anxious, to manage both. We paid them, if they only taught one session of the day, \$4; if they taught both we paid them \$7. That was a high salary for us for that kind of work. * * *

Thirty thousand dollars spent for the kindergarten instruction, even if the children do not show any advancement in the way of knowledge when they finish their course, if it tells in the future when they get into the other classes—I say that \$30,000 has been well spent, and there is a great benefit derived from it. * * *

The kindergarten benefits the young woman in the schools. When she is just out of the high school, she goes to the kindergarten and acts as an unpaid assistant for six months or a year. That is one of the most important parts of her education. The kindergarten gives her an excellent opportunity for education that will serve her well in later years, in the way of seeing how to manage children and working with them in the kindergarten. It furnishes a perpetual influence for literature and art, and everything that will redound to the benefit of the masses of humanity. Then the children themselves get this social training so impressed upon them that it never leaves them. They take the children from the slums in some cases and have the kindergartens in the street. * * *

I hold that by making the schools strong in the community you can make that community pay for those schools. The greatest pride of my life, in St. Louis, was in making the city pay for those kindergarten schools. My main point is to make your schools so strong in your community that the people will be bound to support them in anything within reason. Make the parents believe in the schools as the strongest instrumentality for accomplishing good and giving beneficial results in the city. The difficulty in St. Louis we could have settled in a minute. The people of St. Louis could have voted more money at any time if they had been prepared for the kindergarten as they should have been years before it was introduced. I say, if you are pinched for money, make your schools so strong and valuable in your community that you will compel the people of that community to support them, and generously support them.

V.—METHODS OF INSTRUCTION.

Oral vs. text-book instruction.—William T. Harris: Oral instruction is constantly liable to destroy the self-activity of the pupil—that is to say, the very merit claimed for it is the one it least accomplishes. The pupil listens to the teacher's living voice. The first impressions are all he gets, even if he takes notes; it requires time to reflect. Our first impressions of things are never the most valuable; for all subsequent observation and reflection carry us deeper, and hence nearer to the truth. The pupil is dragged from one point to another without fully digesting either. But with a text-book it is far otherwise. The book in his hand is "all patience." It waits for him to consider and reconsider a difficult passage until he is ready to go on. The statement in the book is a studied, carefully prepared one. The author has spent hours in revising and correcting the defects of the one-sided statement of the minute. He was bound to see all properly related and subordinated—all exhaustive and lucid. The deference of the pupil leads him frequently to make the mere assertion of his teacher without question or demonstration, and thus allows him to be warped into his teacher's whims and idiosyncrasies; it is not so with the text-book. The text-book has been carefully pruned before printing. It frequently happens that a man would blush to say before the world on a printed page what he unblushingly preaches before his pupils. But the heat of personality departs from the printed page, and the scientific interest increases in proportion. Prejudice gives place to calm circumspection. The page of the book is cool and dispassionate, and, if not conclusive and thorough-going, the student has his remedy in another book. Multiplicity of text-books has changed one mode of instruction so that every year there is more consultation of reference books and comparison of different views; and hence still another step is gained by the pupil toward independence of mere external authority. He shall read and compare for himself and form his own opinions, "thus doing his own thinking." * * *

But the method of teaching? The how to study? We are continually told of the mere memorizing of the words of a book and of its evil effect. There are, it must be confessed, large numbers of teachers whose teaching is little better than the lifeless revolution of a treadmill. Their influence in keeping the profession of teaching at a low grade of estimation in the community can not be counteracted. Whatever they do is in the style of a half-learned trade. They "keep school," or the "school keeps them," and know nothing outside of the book—no, not even that; they do not

know what is in the book unless it is opened before them. Such teachers are, however, eminent in one thing, to wit, dogmatism. They crush out every spark or originality in their pupils to the extent of their ability. Since they do not readily command the respect of their pupils they endeavor to excite their fear. They are apt to become cowardly and cruel, oppressing the weak but obsequious toward the powerful. These men bring odium on the very name of pedagogue. They are instanced by the enemies of our system as the necessary results of text-book instruction. It is supposed by many that these are the proper representatives of what we consider the true standard of pedagogy. It is supposed that the American ideal of teaching is found in the teacher who sits behind the desk and asks printed questions of the pupils, one after another, and requires the literal answer as it is printed in the book, no variation being allowed; that no explanation is made by the teacher, and no pains taken to ascertain whether the pupils understand what they repeat verbatim. With such a view of our system it is not surprising that Europeans have hitherto cared but little to look into it for a deeper and truer idea. They have supposed that all the evils would vanish at once if our teachers only adopted a different system—the oral method.

A moment's reflection will convince one that the treadmill teacher, who "reads no more what he teaches," would be vastly more injurious to the pupil were he not tethered to a text-book. To what extremities his ignorance and dogmatism would lead can not be readily conceived by those who are not old enough to remember the oldest fashioned school of this country. Those who do remember that school have a vivid recollection of what dogmatism was in the days before text-books had come into frequent use.

The evils of the text-book system, great as they are, are not to be compared with those of the oral method. Even by the memorizing plan the pupil is obliged to concentrate his attention and arouse himself to hard work, while by the oral method he does not acquire the habit of regular systematic study, even though he may foster brilliant, flashy habits of mind. The true mode of teaching does not rely upon the memory nearly so much as the object-lesson system. The recitation is consumed in analyzing and proving the lesson so as to draw out all its relations and implications. The child shall see what it is while reading a book to have every faculty awake, and to notice all that is contained directly and indirectly in it. After the first lesson the pupil does not skim over the mere surface so confidently. He knows that the teacher will ask more of him. He learns gradually to dive for the hidden essences, and reproduce from the text the whole idea which lived in the author's mind. The parrot repetition is checked—the good teacher will have none of it; the nooks and corners must be all investigated—every possible view implied in the lesson dragged out and discussed before the class—and thus the pupil is transformed into a student who possesses the alchemy to convert dead parchment into sibylline leaves; and, by the spell of mental discipline, to cause the old enchanter who wrought the characters that conceal his thoughts in the mysterious vesture of winged words again to stand before him and reveal his secret.

When and where shall the child study?—From a report made by a special committee to City Supt. W. H. Morgan, of Cincinnati: Study is the application of the mind to a given subject, not, as is generally supposed, simply the committing to memory of a lesson. We might also define study as the act of acquiring knowledge orally (1) through the teacher's aid, and (2) from books or the printed page.

In modern education some of the old terms pertaining to study have changed their minds to accommodate themselves to new ideas. Lesson, which was formerly a task to be committed, is now a teaching exercise to draw out mind. Recitation, which was a repetition of memory work, is now a testing exercise for intelligence. Instruction, which once meant information imparted in verbal form, now signifies the act of throwing just so much light on a child's difficulties as will stimulate and enable him to overcome them himself. * * *

The time for study and attention should not be too rigidly fixed, invariable or prolonged, especially with little children. Diversity promotes interest, and calisthenics, marching about the room with songs, and frequent change of position and motion, should be indulged. Time-tables are often made too supremely important. They should never exclude any incidental instruction arising spontaneously in the class and involving the moral welfare of the child. A general programme is necessary, but, as Dr. Calderwood says, "To measure school work for all days of the year by the yard measure or by the clock is to deny intelligence its fit place in the school-room." Slight deviation from the time-table, for wise reasons, should not be considered a serious offense, and may be a virtue. Teachers should not be called upon to certify its too strict observance, nor are study and growth promoted by so doing. * * *

The child can not study when overtaxed and overworked. Burdens impossible to bear are placed on children—night work, day work, after-school work, recess work,

drudge work all the time. The system says, as Mr. Pancks says in "Little Dorrit," "You keep me always at it; you keep somebody else always at it; there you have the whole duty of man in a commercial community." In vain you say, "quality of work, not quantity." Judgment in assigning work seems lost. Thoroughness and art in doing give way before the amount to be done. More subjects than can be dealt with intelligently are in our schools, and yet the craze for new ones continues. An American child is not considered a bud to ripen and mature, but to be pulled and torn open by every freak of added work that hobbyhorse riders can invent. At many points he falls prey to ill-trained, undisciplined, and unscrupulous persons calling themselves teachers, who pile work on him largely for their own security and glorification. Use the receipt—short lessons, salient points, good method, and few details; season and flavor for children. Devices like concert work, reading backwards, drill books, elaborate maps, etc., retard growth. * * *

During his school life, shall the child do most of his study, if not all of it, in the schoolroom? The opinion is fast gaining ground with educators that very little, if any, home preparation should be required of pupils. The number of hours our children are under a fearful strain, the taxing character upon health of their labors, might well be, in itself, a sufficient answer to a demand for anything further. But if further reason were necessary it is found in the inadequate home life of our children. Few can realize in their comfortable homes the deprivation, not to say destitution, of these unfortunates who frequently present so brave and smiling a face to us each day. We ask for exercises with paper, pen, ink, light, fire, and all the facilities of the rich where these poor ones huddle together in one room without warmth and almost without food, surrounded with sickness and a babel of noise. For the first three, and probably for all the years of elementary grades, home preparation should be abandoned. In grammar and high school grades home preparation is necessary, but it should be preceded by a habit of study in school, beginning in lower classes. Nothing shows the weakness of our system more than the absence of a time for intelligent study in school under the guidance of the teacher. Programmes set apart a time for everything else but this essential thing. The pupil at a given time must be shown how to study in the presence and by direction of the teacher. In what does this "how" consist? It is partly in the way to analyze the subject, to see its prominent points, the consecutive order of thought in it, the meaning of its language, the method of finding supplementary information, etc. There must be a division of classes, a time set, instruction in the way to study, and a set habit of study. We have too much recitation and help and too little silent study in school by pupils who have been prepared for it. Let the pupil show you occasionally his way of studying to see if he has acquired any. For the first three or four years of school life the demand for home study should be carefully made; indeed it would be better in some cases to abandon it almost entirely.

Self-teaching the grand thing.—Rousseau: I do not at all admire explanatory discourses; young people give little attention to them, and never retain them in their memory. The things themselves are the best explanations. I can never enough repeat it that we make words of too much consequence; with our prating modes of education we make nothing but praters. The grand thing to be educated is self-teaching. Obligated to learn by himself the pupil makes use of his own reason and not that of others. From this continual exercise of the understanding will result a vigor of mind like that we give the body by labor and fatigue. Another advantage is we advance only in proportion to our strength. The mind, like the body, carries that only which it can carry.

VI. PRIVATE AND PAROCHIAL SCHOOLS.

Founded for the purpose of perpetuating alienism.—Hjalmar Hjorth Boyesen, in the North American Review: The system of parochial schools which the Scandinavian Lutheran churches are endeavoring to establish is directly hostile to the settler's best interests, being intended as a bulwark (and a most effective one) against the incoming tide of Americanism. For the public schools, with all their defects, have always served as a hopper into which all the mixed alien grain is poured to be ground into flour, the general quality of which is American. Parochial schools, in which the teachers are of the children's own nationality and the text-books, sometimes in foreign tongues and always foreign in tone and sentiment, can never perform this service, and are usually founded for the very purpose of perpetuating alienism and preventing the children of immigrants from becoming absorbed in the dominant nationality.

The problem of sectarian schools.—The Nation: If the recent political history of Wisconsin and Illinois shows that the supporters of parochial schools will fight against

State control, it is just as stubborn a fact that the majority of the people in the country as a whole, and in every State, will, on the other hand, oppose State aid to their schools. This is a fact which those Catholics who are coming more and more openly to demand, as a right, a part of the State school fund for their parish schools, may as well make up their minds they have to reckon with. They may say that it is all an unreasoning prejudice, but they must admit that it is a most tangible and formidable prejudice, one which is certain to endure for many years to come, and to block any attempt they may make to secure State grants for their church schools. We freely admit that from their point of view there is much to be said for their contention that they are suffering injustice. We have read many of the addresses and appeals which they have put forth on the subject, and have been struck by the sincerity and thorough conviction with which they argue against being taxed to support institutions which they regard as dangerous to the eternal welfare of their children. Nor are we insensible to the almost incredible and heroic self-denial with which they, in their poverty, have endeavored to provide, independent of the State, a Catholic education for their youth. But, when all is said, there is no reason to expect that they will ever succeed in getting the State to support their schools.

Nor is there any good reason to desire that they should succeed. We believe the principle of entire separation of church and state to be the only wise and safe one for this country to adopt. If it has been violated in the interest of Protestants, that is a reason for putting a stop to such violation, not for encouraging another one in the interest of Catholics. If one sect is to get favors from the state, so must another, and soon all government would be nothing but a confused and endless sectarian warring. For this reason it is a matter of congratulation that an effort has been made to break up an alliance between the Federal Government and the denominational Indian schools. The Methodist church was the first, we believe, to pronounce against the policy of grants from the National Treasury for such schools, and to declare its intention of taking no more. A similar determination, we understand, was arrived at in the recent Episcopal Convention. This is most encouraging, and marks, we hope, a reviving sense of the fundamental place and value in our system of the independence of church and state.

What, then, is to be done with the parochial schools? And is there no way by which the Catholics can be reconciled to the public school system? It is precisely because the Catholics are so tenacious of their present position, and the people so stubborn in defence of the system of public schools as it is, that we have considered Archbishop Ireland's plan of establishing a *modus vivendi* between the two as really statesmanlike. In its application at Faribault it appears to have received a temporary check through a union between extreme Catholics and extreme Protestants, though this is by no means certain; the new school board may not, after all, undo what has been done. Certainly the plan worked well for a time, if we may believe what Mr. John Conway, the editor of the Catholic Northwestern Chronicle, wrote of it in the October Educational Review. He said:

"It is sustained by a splendid public opinion in the town of Faribault itself. No clergymen of any denomination in that town are opposed to it; Faribault's three newspapers support it; the teachers in the school like it; the parents are pleased with the progress made by the pupils; the members of the school board are enthusiastic over the arrangement. A most intelligent member of the school board told the writer that the children made greater progress in secular branches during the past year than ever before in the same period."

This plan, moreover, has the immense advantage of meeting the approval of the propaganda at Rome. The famous decision *tolerari protest* is only the canonical way of saying "fully allowed." It is, by implication, an acknowledgment by the Holy See of the right of the state to control education, while it furnishes a working basis of agreement between Protestants and Catholics. We can not believe so broad and statesmanlike a plan, with such high ecclesiastical sanction, will be allowed to fail for lack of further trials. It has in it the promise of satisfying both parties to the controversy, provided they are willing to make unimportant concessions, and of leading to a permanent conciliatory arrangement which will take a troublesome question out of public discussion. The resolutions adopted by the archbishops, given out on Saturday last, certainly look like a guarded endorsement of Archbishop Ireland's plan, and a willingness to see it extended.

VII. PUBLIC SCHOOLS.

Public schools vs. boarding schools.—Scribner's Magazine: The notion is quite prevalent that it is a good thing for children to go away from home while acquiring their education, so that they may see the world and learn how other folks live. There is doubtless much to be learned in seeing the world, and we would by no means depreciate the enlargement of mind which comes by travel; but the natural place for children is home, and their best society that of their parents and brothers and sisters.

The teacher of a boarding school has the double office of a teacher and parent, and however well he may fill the former it is impossible for him to fill the latter to the perfection that a parent can and often does attain. The child almost knows instinctively that the love of a parent is disinterested, that his advice is without any selfish motive, and that his command must be obeyed. He therefore trusts his parents with confidence and obeys him with a good will which he is not ready to yield to a stranger. It is the duty, therefore, of parents to keep their sons and daughters together and at home till their minds are well disciplined by study, their principles well established, and their habits formed, and then they can safely see the world and profit by the lesson it teaches. The high school enables us thus to do. The young men and young women graduating from our high schools find the same incentive to action in society that they found in the school, and do not leave behind them the forces which thus far have impelled them. There is no such violent change as must occur when one graduates from a school exclusively devoted to one sex.

Teaching not a function of government.—Popular Science Monthly: To our mind it is perfectly plain that the modern world has not yet discovered the true method of grappling with the educational problem, and that sooner or later it will have to revert to individual responsibility and individual effort for its solution. We do not deny that relatively satisfactory results may here and there be reached under the present system; but any system which to a large extent prevents the special talent that is available for a given task from being applied to that task is fatally defective; and that, as we conceive, is the case with state education. The born educators, those possessing by nature the aptitudes and the sympathies required for educational work, those who could—granted, of course, proper training—redeem such work from drudgery and make it a true process of thought and soul development, will not in general take service in state directed schools, and, at the same time, they will be debarred, by the competition of the state, from what would be their most congenial employment. Such is the dilemma; and the conclusion to which it points is that some day we must retrace our steps, and make education the business of the family to be obtained as other good things are obtained—as all best things are obtained—by effort and sacrifice.

VIII. RELIGIOUS AND MORAL TRAINING.

The state competent to train youth in morals—methods.—Hon. D. L. Kiehle, State superintendent of Minnesota: The only wise policy for the state to pursue is to include in the public-school curriculum whatever belongs to intelligence and morals and to leave to the family whatever belongs distinctively to religious instruction.

To the objection that morals can not be taught apart from religion, it may be said (1) that from the religious standpoint objection has been also made against the State teaching many other branches, as history, natural and mental science, on the ground that not to teach these subjects religiously is to teach them irreligiously; from which it has been concluded that the state can not as a secular institution support and conduct schools without making their influence tell against religion. Without refuting these views in argument, the state has followed the course of a practical necessity and made ample provision for instruction in these branches in its schools with the result that the objections that appeared in theory have been very generally dissipated by the experiment, so that very few people are now found who protest against the propriety of the state teaching these subjects. Now, as it is more important that our youth should be instructed in the duties they owe to their fellow men as neighbors and as citizens, than that they should be taught philosophy or astronomy, it seems reasonable that the state should be able to discharge this duty without damage to other interests.

(2) It may be further said in more direct reply to those who deny the competency of the state to instruct and train its youth in morals, that the source, authority, or basis of any law or truth necessary to the welfare of the state is not a question in which the state is interested, or one to be settled before the state can appropriate it to its own use. Neither is the state bound to deny itself the advantage of systems of truth simply because there remain questions upon which scholars differ. Government in its theory and history is a subject taught by the state without deciding what is the origin of human government or what is the basis of its authority. The sciences of light, electricity, geology, and biology, are taught notwithstanding the many problems unsolved and diverse theories. The body of truth accepted by the entire scientific world is abundantly sufficient to meet all practical demands of the state.

This principle applies with equal reason to morals. Without considering the question of the basis of moral obligation or who are its authoritative exponents, it may be assumed that, whatever the source, the world is in possession of a large

body of morals, the reasonableness and authority of which are beyond question, and these truths as the common property of our civilization, the state may wisely incorporate in its system of instruction and practice.

The basis of all effectual teaching in morals must be in training as distinguished from formal instruction. Hence the virtues of courtesy, truthfulness, self-denial, and the like, must be first made known to the child by example, and be developed in his character through those activities that belong to the social relations of child life, children with children and with their elders. That this is by far the most important part of the teacher's work, and without which the memorizing of precepts will be of little account, will not be questioned. But following and based upon this, these experiences should be formulated into those principles and precepts which will have an ever enlarging application as the child's relations and responsibilities become more extended.

Literature and moral training.—President De Garmo, of Swarthmore College: Moral training as now practically realized in the public schools rests principally upon the inculcation of maxims of moral conduct and their enforcement by authority. This system leaves a gap which literature is well calculated to fill. Under the most rigorous system of authority there is still room for much moral badness that can not be reached by this means. A child may, for instance, be harsh, or even cruel in his treatment of animals or other children. He may be greedy, surly, selfish, discontented; he may be obscene in his language, and a pollution to the whole neighborhood. The traditional minister's son often illustrates this fact. When the child becomes a man he may give way to one after another of a whole catalogue of vices. He may, for instance, become a tyrannical husband and father, a worthless or injurious citizen, and yet from infancy to manhood never suffer seriously from the retribution of violated law. An additional danger is, that when authority is relaxed, the habits it has established may give way, and the child surrender to the dictates of a bad disposition. Thus the widow's son may become a comfort or a heart-breaking sorrow to his mother.

The chief defect in our present system seems to lie in the feebleness of its influence upon the ideals and disposition of the child. This is in many cases left to accident, whereas much might be done through literature in all cases. The present tendency to give moral lessons from little books on ethical instruction, is an exaggerated form of the old method of inculcating maxims, and must be pronounced inadequate. It tends to a premature, abnormal self-consciousness on the part of the child, and does not fill the gap that now exists.

Now, since all moral ideals are portrayed in literature in such a form as to attract the sympathetic interest of the child toward the good, and to arouse his antipathy to the bad, since literature is also perfectly adapted to all stages and phases of mind from the kindergarten to the university, treating each topic as an ethical whole, employing the most fascinating of flights of the imagination and giving the child the constant opportunity of passing disinterested moral judgments upon all sorts of situations, it is, as it seems to me, the most perfect of existing instruments for developing a happy, generous, unselfish disposition in children, and for giving them the most true, vivid, and concrete ideals of ethical conduct.

IX. RURAL SCHOOLS.

Need of a uniform course of study.—State Superintendent Richard Edwards, of Illinois, speaking of the course of study recently adopted for that State: The need for something like this course of study was very apparent. Many schools appeared to be conducted with very little system as respects the work they undertook to do. In many the change from the administration of one teacher to that of another was accompanied by an entire breaking up of the pupil's record and standing. The new teacher on entering upon his duties at the beginning of a term had no means of determining the attainments already made by the pupil whom he was to teach. They were, therefore, classified at haphazard. As a result, much time was lost; many pupils going over the same subject several times, and others undertaking work for which they were not prepared. There was a lack of continuity in their progress. These evils the course of study, if wisely and faithfully carried out, will overcome, the teacher at the close of every term being able to indicate precisely the amount accomplished by each pupil and the point which each has reached in his progress. The new teacher will only need to examine the results thus indicated by his predecessor. Of course some sort of record of the pupils' attainments must be made in order that this result may be secured. But the means of making such a record are abundant. Several forms have been prepared by publishers for this purpose.

A longer school term practicable.—Superintendent A. S. Draper, of New York: As a result of the statutes increasing the minimum length of the school year from 28 to

32 weeks, the average length of the country schools has increased from 33.4 weeks in 1889 to 35.7 weeks in 1890. * * *

It will be recalled by all persons familiar with our school affairs in recent years that there was considerable doubt expressed, in the legislature and out of it, as to the wisdom of the increase in the length of the school year at the time it was made. It is with much satisfaction, in view of such expressed doubts, that I am able to make this gratifying showing, and to assure the legislature that less difficulty has been experienced during the last year in exacting thirty-two weeks of school in the rural districts than was experienced in preceding years in exacting but twenty-eight. In view of the results it is well to consider whether or not, in a very little time, the school year in the rural districts might not be safely lengthened, so as to afford as much schooling to the children in the sparsely settled districts of the State as is gained by the children in the cities. I have long entertained the belief that it is entirely practicable to maintain schools in the rural districts for thirty-eight or forty weeks in the year, and that we can not hope to attain results equal to those secured in the cities without doing so. Nothing is of more consequence to the school interests of the rural districts of this State than that the old idea that there should be a winter school for one class of pupils and a summer school for another class of pupils shall be abandoned, and that all pupils up to the age of 13 or 14 shall have the advantage of the schools for the entire year, deducting only reasonable vacations.

Grading in country schools.—W. T. Harris: In my opinion there is no worse evil in the country schools than the classification of pupils which is attempted in many States under the supposition that what has proved a good thing in the very large schools of cities would be beneficial if partially adopted in the small schools of the rural districts. Hence, while most cities classify by grades of a year's work in the case of pupil's advanced into the third and subsequent years' work, and by half-years in the work of the lowest primary divisions, the superintendent of the county or State thinks that he has done a great thing if he has introduced classification in to his rural districts to such an extent as to have three or four grades where there are ten grades in the city.

The important thing to be regarded in the matter of grading is the intervals between classes. If the intervals are a year, as in the grammar school, whose pupils are aged from 11 to 13, then it is clear that each class contains differences in qualification which may be as great as one year's study would produce. In the lowest classes of the primary grades there would be differences of a half year. This means that in each class where the teacher set the lessons for the capacities of the best pupils, those lessons were too hard for the least advanced pupils. On the other hand, in the classes where the teacher adapted the lessons to the capacity of the least advanced pupils, the best ones would not have enough to do, but would acquire listless habits. If the lessons were set for the average of the class, there would be cases of too much work for the poorest and of too little for the most advanced. Now, it has been shown (and one may easily verify the fact) that a year's interval is too great between classes of the age under 14, and a half year too great for pupils of 6, 7, or 8 years. The growth of the mind is too rapid at those early periods to keep pupils in the same class for a year without detriment to the pupils in the two extremes of the class; for the best get listless or indolent, losing interest in their work, while the slow minds get discouraged because they are dragged along after brilliant rivals and lose their self-respect. This is a dreadful result, as it actually exists in many a school famous for its grading.

Now, when the rural schools attempt to secure some of the benefits of the graded system—and these benefits are gain in time for recitations and the mutual help that pupils of the same grade give one another by showing different points of view of the lesson—the rural schools make a system of two, three, or four grades instead of ten, and suppose that they have really secured some of the good which the city schools obtain. This is, however, only a superstition.

If an interval of one year is too great, it is evident that an interval of two or three years is far worse. The entire course of study is eight or nine years in the so-called district school. Four grades give intervals of two years, and three grades give intervals of about three years. The most advanced pupils in each class are likely to be two years or more in advance in scholastic preparation beyond the lowest of their classmates. These advanced ones are kept "marking time," while the teacher is laboring with the struggling dullards of the bottom of the class. These are perhaps not dullards except because they have the misfortune to be placed in a class with pupils far in advance of them.

But it is supposed by some teachers that it is possible to conduct a class of this kind in such a manner that the advanced pupils have enough to do while the less advanced do not have too much. When this problem is well solved it will be found

that the teacher has arrived at individual instruction or has made a minute sub-classification within each nominal grade.

In the ungraded school there prevails individual instruction with little or no attempt to bring together pupils in their work. The numerous recitations which this involves give the teacher only a brief time for each. Five minutes for a grammar lesson do not admit of the discussion of the grounds and reasons or of anything fundamental, and the teacher is liable to resort to requiring only memory work, as that alone can be tested in the least time.

But in the ungraded school there is a chance for the bright and industrious pupil to make good progress by aid of a good text-book without much aid from the teacher. I do not consider the evils of the ungraded school to be so great as those of the partially graded schools such as are found in Iowa, Missouri, Illinois, Massachusetts, and in nearly all of the Northern States. They are stiflers of talent in most cases. Where the teacher is very conscientious and thorough the school bears heavy on the slow pupils and produces discouragement and the loss of self-respect.

What is the remedy for this waste of the best pupils by keeping them marking time until they lose all interest in their work? What is the remedy for this waste of time of the slow intellects by discouragement?

I think that the answer to this may be found in the adoption of some form of the Lancasterian or monitorial system—using it sparingly and under careful supervision. The more advanced pupils may be set to instruct the backward ones to a certain limited degree. However, this must not be attempted except by teachers who are skilful and full of resources. Otherwise the process or method will fall into the same ruts that the old-time system fell into. We do not wish to restore the "pupil-teacher system" nor see a too extensive use of the monitorial system. But invention has not been exerted on this line. There is unlimited opportunity for devices which shall employ the bright pupils in making easy steps for the backward pupils and in testing their progress. We have seen the evils of the Lancasterian system in filling the ranks with poor teachers. The modified Lancasterian system, which I believe useful in ungraded schools, and to take the place of the mischievous system of partial grading in many village schools, demands, before all, that the teacher shall be better than ordinary. The mere routine teacher will not serve the purpose; nor have we any use for the apprentice teacher or the half-cultured teacher of any kind.

I hope that good teachers will be found who will brave public prejudice and make experiments along this line.

The graded system of rural schools of New Jersey.—Abstract of a paper read before the National Educational Association, department of superintendence, at Boston, February 23, 1893, by Addison B. Poland, State superintendent of public instruction, New Jersey: New Jersey enjoys the distinction of being the first State to attempt a systematic grading of rural schools. The experiment was first tried in Camden County, N. J., in the year 1872, where it has continued in operation without interruption for twenty-one years.

The essential features of the New Jersey system of grading rural schools are the following:

(1) It is a county and not a State system. Under the New Jersey school law county superintendents have the power, by and with the approval of trustees, to prescribe a uniform course of study for their respective counties. For this reason, among others, a uniform State system has never been adopted. It is doubtful whether State uniformity in grading rural schools is any more desirable or necessary than State uniformity in grading city schools. The latter, so far as we know, has never been attempted.

(2) It prescribes a uniform course of study, consisting in general of five grades. These cover the whole primary and grammar-school period of the best city schools, together with the first two years of the ordinary high-school course. The smaller number of grades (five only) is considered the fundamental and saving feature of the system, since it can be adapted to all classes of schools—rural, village, and city—without interfering at all with local school programmes. It affords opportunity for whatever subgrades are needed to suit the local conditions or exigencies of any district. It enables frequent reclassification of pupils, while reducing at the same time the number of daily recitations.

(3) It provides for uniform county examinations. These are held once a year. The questions are prepared by the county superintendent. Examinations are conducted by the regular class teacher. The papers of the highest two or three grades, after being marked by the principal or class teacher, are sent to the superintendent or his board of examiners for review. Certificates are awarded on completion of each grade. The diploma of the advanced or high school course admits to the State Normal School and to several colleges without a reëxamination.

(4) It demands certain permanent records. These greatly facilitate the reclassification of a school by a new teacher. They enable pupils removing from one district to another to be more easily classified.

The principal evils that the system under discussion aims to reach and correct are the following:

(1) The short and irregular attendance of pupils in rural schools. This evil is overcome in a great measure by the interest aroused. The examinations, records, certificates, and diplomas furnish the additional incentives that are needed to create this interest.

(2) The mistakes of untrained and inexperienced teachers in classifying their schools. These are largely reduced under the operation of this system. Teachers become familiar with the county system, and on going into a new school recognize immediately its appropriate classification.

(3) The large number of daily recitations. Although not the primary object, still it has the effect of reducing somewhat the number of classes. It establishes certain focal points towards which the work of all classes converges.

(4) The lack of *esprit de corps*. This is one of the chief evils of the ungraded schools. Under this system it is no longer felt. Each district regards itself as a component part of a larger system. Pupils become interested to sustain the reputation of their respective schools.

In conclusion, Mr. Poland said that the conditions which prevail in the rural districts are so unlike those prevailing in cities that any *a priori* judgment based on a knowledge of the latter alone should be closely scrutinized. He fully agreed with Dr. Harris and others, who, in their public utterances have deprecated any action that would tend to engraft the hard-and-fast city system of grading upon the rural schools of the country.

He claimed, moreover, that the New Jersey system by its adaptability to all local conditions would facilitate, rather than otherwise, the frequent reclassification of pupils.

Two views of the present status of rural schools compared with the past.—C. C. Rounds, principal State Normal School, Plymouth, N. H.: The problem of the rural school, as distinguished from that of the city and the village school, remains essentially the same as fifty years ago, in large sections of our country. While important changes and improvements have been made in centers of population and wealth, the rural school, very generally, is lacking still in the essential conditions of success: a fit school plant (house, apparatus, library), a well-planned course of study, qualified teachers, an adequate length of school year, regular attendance, and efficient supervision.

While thus lacking, many towns tax themselves for schools at a rate far greater than do cities and towns in which all these conditions are supplied, and yet can not raise by taxation a sum sufficient for their educational needs without danger of driving away all movable capital. This lack is itself a cause of increasing difficulty, from the steady diminution of population and resources by the drifting away of the more intelligent families in search of better educational facilities for their children. The rural school has slight representation in educational congresses, and in school reports, mainly statistical, there is rarely a presentation of the bare facts regarding them.

Hon. Andrew S. Draper, State superintendent of New York: I by no means take the gloomy view of the rural school problem presented by the last speaker. Of course, there are obstacles in the way of educational progress in the country districts, but no greater obstacles than are to be found in the cities. It is no more difficult to overcome poverty in the country than it is to withstand the influences of politics in the cities. Take the position that the school system is a State system, and that the populous centers must help the outlying districts not only as to methods but as to means as well, and there will be progress in the country. As a matter of fact, there has been great progress among the rural schools in recent years. The buildings have been improved, and the teaching force strengthened. Indeed, the teaching force in the country schools is fully up to that in the cities as a rule. A photograph of the teachers in any rural county of this State would compare in appearance very favorably with a similar representation of a company of teachers in the cities. * * *

It seems to me that there is no occasion for the grave apprehension about the future of the rural schools. Under all the circumstances, they are improving as rapidly as the city schools.

Make the outlying districts large enough to bring together a considerable number of children in the same school; if necessary, provide for carrying children to a good central school, rather than carrying a poor school to the doors of the children; make the supervisory district smaller and provide supervision which is efficient; regulate the licensing of teachers so as to protect the country schools against the imposition of bad work; arrange a course of procedure and systematize the work; insist upon

houses that are suitable for schools and upon appliances that are necessary for efficient school work, and results will be attained in the rural districts which will be fully up to the results attained in the cities.

The treatment of the rural school problem by Massachusetts.—Hon. George H. Martin, agent Massachusetts board of education: Massachusetts has attacked the rural school problem from three sides—the side of teaching, the side of organization, and the side of supervision.

Most of the rural schools in Massachusetts are in poor towns which have been depleted by the set of population toward the manufacturing and railroad centers. These towns, too, have suffered most from the disintegrating influence of the ancient school-district system. The State has come to these towns with direct financial aid from its school fund. At various times the mode of apportioning the income of this fund has been changed in the interest of the poorer towns, increasing their grant, and withdrawing the aid from the more wealthy municipalities. Now, no towns having a valuation in excess of \$3,000,000 receive any grant. The lower the valuation the larger the State grant. With the help thus afforded, the towns can afford to employ better teachers and to maintain their schools for a longer term.

The second means of improvement is by union and consolidation of schools. A State law authorizes towns to appropriate money for the transportation of children. This privilege is generously used by many towns, some spending several thousand dollars in transportation. Small schools are being united, and the plan of bringing all the children of a town to a central school is growing in favor. Several towns have adopted it with success.

By this arrangement the children enjoy the advantages of graded schools, in commodious and well-equipped buildings. There is found to be better attendance, better teaching, better discipline, and easier supervision. It is the most democratic of school systems, giving to all the children of the town equal school privileges.

The third and most important work for the improvement of the rural schools is in securing skilled supervision. By a law passed in 1888 towns having a valuation not exceeding \$2,500,000 may unite for the employment of a superintendent of schools. In this union district there must be not less than 30 nor more than 50 schools. The district is formed by vote of the towns, and the superintendent is chosen in joint convention of the school committees of the towns. This leaves the schools wholly in the hands of the people, and meets any possible criticism of the system as centralizing in its tendency. To these districts the State gives direct aid for carrying on their work. The district must raise at least \$750 for salary of superintendent. To this the State by grant from the treasury adds \$500, making a minimum salary of \$1,250, and \$500 more to be used in paying the wages of teachers. The conditions of the gift are such that the towns may not reduce their own appropriations. This bonus has acted as a strong incentive to the towns, and 117 of them have been brought together into union districts.

The demand has brought into the work a large number of young men, practical teachers, many of them with normal school or college training.

They are steadily elevating the rural schools, not only through their influence with teachers, but by arousing public sentiment to a more healthy interest in the schools.

Now, 200 of the 351 towns and cities of the State, containing 77 per cent of the schools and 84 per cent of the children, are under supervision which is as truly professional as that of the cities has been.

Thus, tentatively, in three ways Massachusetts is trying to solve her rural school problem.

The first requisite for rural schools.—State Supt. O. E. Wells, Wisconsin: The first requisite is closer and more intelligent supervision. No one will question this who has seen the revolution made by a capable superintendent even in one brief term. It is often said, "As is the teacher, so is the school." With equal propriety may it be said, "As is the superintendent, so are the teachers, and consequently the schools." The efficient superintendent does his most effective work not by means of legal enactments, but by tactful leadership. His gentlemanly bearing, his scholarly habits, his prudent counsel, his industry and enthusiasm create conditions and direct efforts in ways that laws can never reach. In order that this influence may be at its maximum the superintendent districts should be limited in extent. Seventy-five schools will afford ample scope for the best available talent. If the usual terms could be lengthened and the salary increased to an equality with that paid to the principals of the city schools, the position would attract and hold capable men.

Women as supervisors of rural schools.—Henry Barnard: I believe in the well-educated female as a supervisor of schools. At my suggestion a lady took charge of the schools of a district in Rhode Island, and accomplished wonderful results. She

went to work with the mothers, invited them to go with her, and thus impressed upon them the conditions. Improvements were suggested, apparatus, etc., with good results. At the end of the second year all the children of the district were gathered together, and an entertainment given. The performances would compare favorably with those of Providence.

Women as teachers in ungraded schools.—State Supt. Henry Raab, Illinois: While I like to see women teach in certain departments of graded schools, I think it unwise both for directors to employ and for women to accept places in ungraded schools. While I believe that women when they possess the scholarship and the necessary training can instruct as well as men, I doubt whether they can properly govern a school or exert the proper educational influence over large boys and girls. We can not close our eyes to this condition of things. There are certain things which women, because of their sex, can not do and should not be made to do. I, for one, have always considered it cruel to place an innocent girl all by herself in a country school, there to watch over the large boys.

X. SCIENTIFIC ALLIANCE OF NEW YORK.

The associations forming the Scientific Alliance of New York comprise the New York Academy of Sciences, the Torrey Botanical Club, the New York Microscopical Society, the Linnæan Society of New York, the New York Mineralogical Club, the New York Mathematical Society, and the New York Section of the American Chemical Society.

The combined membership of these societies is over 650, and includes nearly every person especially interested in pure science in New York.

The first joint meeting was held at the American Museum of Natural History, November 15, 1892; the meeting had for its object the public presentation of the needs of science in New York City and the plans and purposes of the council of the alliance.*

The following extracts are taken from the addresses made upon this occasion:

Advantages of the Alliance to New York City and to the Scientific Societies.

President Seth Low, of Columbia College, in discussing the advantages to New York City of the Scientific Alliance, said: There may be, and there doubtless is, a vast amount of scientific knowledge and interest in this great community, but it must have facilities for expression before it can make itself known and felt, still more before it can drive the motors of scientific activity along the paths of investigation and the large service of mankind. Naturally, the city is not wholly devoid of such means of expression. The museums, the universities, the colleges of the city, as I have said, do something to fan the flame, and between them bring into the city probably the largest body of men whose attention turns naturally to such things. Neither is it just to leave out of the account the constant encouragement which business men in New York are extending to those who are endeavoring to apply practically the results reached in the domain of pure science. But beyond the walls of all such institutions, and outside the ranks of inventors, all through the city are men whose tastes and interests incline them to scientific pursuits. All these sorts of men have organized themselves into various scientific societies, each after its kind, to listen to and discuss scientific papers. These bodies have revealed at once the strength and the weakness of New York in these directions. They have made clear beyond a doubt the vast resources of the city, both in men and means. But they have also revealed the fact that these resources are as yet insufficiently organized. * * *

The Scientific Alliance of New York has the capacity, I think, to give to New York the agency which the city has long needed to develop to the utmost its scientific activities in the direction of pure science. First of all, the alliance conforms to that fundamental truth of modern scientific thought, the unity of nature. We recognize that all sciences, so called, are only branches of one all-embracing science. They belong together and not apart, because they are mutually interdependent. But this alliance needs, for the full accomplishment of its designs, a common home in which the different societies shall have their headquarters, use their libraries in common, and make available for all the periodicals and meetings of each. Such a building should contain accommodations for a truly great scientific library, and a lecture hall that might be turned to account for the instruction and enlightenment of the public. It would naturally become the place where scientific men "most

* The council is composed of the president and two other members of each of the organizations, and has advisory powers only. The president of the council for 1892-93 is Charles F. Cox (Grand Central Depot); secretary and treasurer, N. L. Britton (Columbia College).

do congregate." With an agency of this kind at its command, adequately supported, it would be but a short time before the Scientific Alliance of New York would awaken in the city a veritable enthusiasm for the encouragement of scientific research. It should offer the means of publishing meritorious papers, and it should fit out and maintain scientific expeditions to all parts of the globe. In this way it would do much to make New York a benefactor of the nations, one of the cities the world would not willingly let die.

The president of the Alliance, Charles F. Cox, explained the advantages that would accrue from it to the societies themselves: We propose to test the energy of these organizations by bringing them into closer contact with the restless, eager, busy world about them, confident that, even if the extrinsic effects produced turn out to be but barely appreciable, there will still prove to be intrinsic results more than compensating for the efforts put forth. At least the cause of science will be honored by our devotion, and the pursuit of pure truth will be exalted and set before the people as an example of the things which moth and rust do not corrupt—as something, therefore, in this age of business and bustle which is rather to be chosen than great riches. * * * We shall find that our endeavors will inevitably produce within our societies a correlative development of vigor and productiveness by which they will rise to higher and higher possibilities and reach out after nobler and nobler purposes. Each determined attempt we make to broaden the boundaries of learning will at least deepen our own appreciation of knowledge. Each serious plea we put forth for a higher standard of education will lengthen the rule by which we measure our own achievement. And thus, as Emerson says, "every act rewards itself." * * *

Investigators of nature's laws are not now beset by the same sort of enemies as those who harassed the truth-seekers of Columbus's time, but you men of science have none the less your foes. Strange to say, the most powerful of these are your opponents unconsciously. They are the average mass of men about you, wholly devoted to self-seeking and swallowed up in the struggle for material aggrandizement. They measure knowledge by commercial standards and have put a market value even upon truth. Your science, in their eyes, is worth only what it will bring when offered in the form of dynamos, telephones, electric lights, dye-stuffs, mining machinery, and other merchantable wares. These are the real materialists—the worshipers of the pound weight and the foot rule. It is they who are responsible for the current sarcasm aimed at "theorists and doctrinaires," though they are not wholly a product of our time. * * * Although this warning is not as needful as it used to be, and although it is likely to be still less necessary as time goes on, you disciples of pure science should fortify yourselves in every way possible against these contemners of the impractical. * * *

The saving we expect to effect is not that of material substance, but rather the economy of time and thought. Scattered as we are over the broad field of research, we require facility of intercommunication for the sake of acquaintance with one another's achievements, so that what one man has done need not be done after him. Life is too brief to be spent in duplicating work already accomplished, and never were the sciences so dependent upon one another as they are to-day. In fact, all investigation seems to be converging upon the philosophy of the molecule and the atom. * * * It is no longer possible for the various branches of learning to exist in scattered and isolated centers. Such an arrangement is in itself unscientific, because it is both inefficient and wasteful. What we propose to do through this alliance is to furnish the scientific societies of New York a common ground to stand upon, and eventually something that we may rightfully call "rapid transit" for thought and knowledge. We shall hope to accomplish this not simply by supplying one organization with information of what is done in another, and so preventing the profitless threshing of old straw, but mainly by bringing to light those subjects upon which a union of forces will produce the best results. For the immediate present, we shall probably find the most promising field for concentrated effort in the presentation of the claims of science to the consideration of the better educated portion of the community, with a view to enlisting sympathy and assistance in the work of establishing it upon a basis comparable with that of any other of the elevating and refining agencies upon which our people bestow an appreciative patronage. Religion, organized benevolence, the fine arts, literature, general education, and even technical training, receive generous and well-merited support and encouragement. * * * Much has been, or is being, done for almost every sort of philanthropic enterprise; but as yet pure science, the science of research, has failed to share in this revival of liberality. Illustrative science we see tolerably well provided for in this finely equipped museum, but this objective side of science should be supplementary to the more subjective side which we represent, and the two phases of one division of learning should go together and receive each its proportionate degree of patronage and support. Although our turn may come last, it surely will come, and at no very distant day.

The Need of Endowment for Scientific Research and Publication.

Hon. Addison Brown, president of the Torrey Botanical Club, delivered the address upon this subject, the essential parts of which are as follows:

* * * "To keep society as regards science in healthy play," Tyndall says, "three classes of workers are necessary:

"(1) The investigator of natural truth, whose vocation it is to pursue that truth and extend the field of discovery for truth's own sake, without reference to practical ends. (2) The teacher, to diffuse this knowledge. * * * (3) The applier of these principles and truths to make them available to the needs, the comforts, or the luxuries of life. * * * These three classes ought to coexist and interact. The popular notions of science * * * often relate, not to science strictly so-called, but to the application of science.

"The great discoveries of scientific truth," he continues, "are not made by practical men, and they never will be made by them; because their minds are beset by ideas which, though of the highest value in one point of view, are not those which stimulate the original discoverer.

"Behind all our practical applications there is a region of intellectual action to which practical men have rarely contributed, but from which they draw all their supplies. Cut them off from that region and they become eventually helpless."

What is true in one department of natural science is, I apprehend, equally true in all.

The practical men do not work at random, but upon the basis of what scientific research and publication have previously put within their grasp.

Research must pave the way for invention.—It is evident, therefore, that not only the advancement of knowledge itself, but all possibility of any continuous advance in those great improvements which are to mitigate the sorrows and promote the health, the conveniences, and the comforts of men, is vitally dependent upon the progress of scientific research. In recent years how marvelously have these improvements been! Besides those that are most common and familiar to all, what miracles almost have been achieved through the photograph, the spectroscope, the microscope; by the discovery of the sources of fermentation and of putrefaction; by the discovery of anæsthetics and the application of antiseptic methods in surgery, and in the treatment of other lesions. These latter discoveries alone have ameliorated beyond expression the sufferings of man; they save more lives than war and pestilence destroy, surpassing even in that regard the safety lamp of Sir Humphrey Davy—an invention which, at the time it was made, was said to have exceeded every previous discovery as a means of saving human life, except, possibly, inoculation for smallpox.

This vital relation between the advancement of knowledge and the welfare of man furnishes an all-sufficient reason for the continuous and never-ending prosecution of original research. Of necessity the original work of *discovery* must always lead; that must always precede the practical applications. The necessity for such research must, therefore, continue, so long as science and human society endure. As there is no limit to the advance of knowledge, so there can be no limit to the benefactions it is capable of conferring upon mankind. The more rapid the advance, the more speedy the enjoyment of its fruits. In this relation alone, the need of ample provision for scientific progress is one that addresses itself equally to the nation, to the State, to philanthropists, and to all who would advance the welfare of man, on the broadest and most enduring lines.

Research never self-supporting.—How shall such research be maintained and extended? The investigator of pure science does not work for profit. His discoveries are not marketable. The law allows no patent upon a principle of nature or the discovery of a new truth. Newton could not patent the law of gravitation, nor Volta the galvanism of the voltaic pile; nor Ehrenberg and Schwann, the discovery of the widespread influence of bacteria; nor Faraday, nor Henry, electro-magnetism; nor Joule, his correlation of forces; nor Jackson, his anæsthetics; nor Lister, his antiseptic treatment; nor Koch nor Pasteur, their discoveries of the bacilli, the destruction of which may lead to the cure or amelioration of terrible diseases. To the practical men and to the inventors, on the other hand, who apply to the specific wants of men the truths and principles which the scientists have made known to them, the law, in the form of a patent, gives a monopoly of from fourteen to twenty-one years. They thus obtain, as a rule, a reasonable, and, in some cases, even an excessive, pecuniary reward. In this country alone nearly 500,000 patents have been issued; they are increasing at the rate of about 25,000 per year. In the extreme multiplication of patents affecting a large part of everything we use, the whole world, it might almost be said, is paying tribute to the inventors and practical men; while to the original discoverers who have made so much of all this possible, there is no promise of pecuniary reward.

This is not said by way of complaint. In the nature of things, it is scarcely avoidable. The aims, the motives, the methods; and the genius of the two classes of

minds, are and ever must be widely distinct. Original discoverers can not be turned aside from their special work to become mechanics and inventors, without infinite loss. Prof. Henry had one form of the electric telegraph in actual use some years before Morse conceived it.¹ But how great would have been the loss to science, without any corresponding gain, had Prof. Henry in 1830 turned away from pure science, to do the subsequent work of Morse in adapting the telegraph to common and valuable use!

Research in pure science can never be made a self-supporting pursuit. It can never, therefore, be carried forward broadly, and continuously, and effectively, except through men sustained by some form of stipend or endowment. Occasionally, it is true, men of independent fortune, like Harvey and Darwin and Lyell and Agassiz, have devoted themselves to original research upon their own means, and have accomplished most important results. But these instances are rare. Many other persons, too, with aptitudes and tastes for research, though not following a scientific career, have carried on private researches in the intervals of leisure, stolen from the exacting demands of professional or business life; and these have, in the aggregate, added no small amount to the common stock of knowledge.

It is no disparagement, however, of these subordinate workers to say that nearly all the great discoveries and nearly all great advances along the lines of knowledge have been achieved by men who in the main have devoted their lives to the work, and have been supported through institutions or endowments which made this devotion possible. Government appointments, professorial chairs, or salaried positions in scientific institutions of some kind, have been and must continue to be, our chief dependence. And it is manifest that these can only be maintained by Government aid, or by the bounty of private individuals. The former is mainly the European system; the latter, in the main, is ours. There, universities are founded by the Government; here, chiefly by the people.

Facilities afforded in Germany.—In Germany there are twenty-one universities maintained by the Government. In each of these, as Dr. Lankester states, there are five independent establishments in the department of biology alone, viz: In physiology, anatomy, pathology, zoology, and botany. At the head of each of these establishments there is a professor, with two paid assistants, making altogether about 300 for biological research in Germany; and he estimates about one-quarter of that number in the same department in England. In all the sciences, therefore, there would probably be found in Germany from 800 to 1,000 persons of high scientific attainments, supported by the Government in the universities, who are regularly and systematically engaged in the discovery of new scientific truth. For it is there made both the object and the duty of the professors of natural science to carry on original investigations by work in the laboratory. Their positions are obtained through previous distinction in such investigations; and it is for this work that their small but fixed stipend is paid by the Government.

France.—In the *Collège de France*, also maintained by the Government, there is the same requirement, though with a larger salary to the professors, and with the added duty imposed on them to deliver to the students about forty lectures yearly upon the subjects of the professors' researches; while in Germany the professors also receive from each student who attends their lectures a moderate fee, which serves to increase their meager stipend, as well as to stimulate their activity and usefulness. Under this system Germany has become the greatest school of science, and the resort of the whole world.

The present United States system.—In this country the opposite system prevails. The colleges and universities are mainly private foundations, dependent on private gifts and endowments. The colleges are unwisely multiplied. All are more or less cramped for money. This limits the number of professors and assistants appointed for instruction, and crowds them with routine work. The result is that in all but a few colleges, and in these until comparatively recently, the duties of instruction have left to the professors but little time or opportunity for the prosecution of original investigations; and these with but poor equipment and inadequate means.

In not one of all our colleges and universities, so far as I have been able to ascertain, is there a single professorship endowed or founded, even in part, for the avowed object of original scientific research. Instruction, not discovery, is the only avowed object. It is to the great credit of American professors and teachers that, with so much routine work on their hands, and so little leisure for research, they should have accomplished by purely voluntary studies so much as is shown in their contributions to our scientific publications.

To what is said above, perhaps a virtual exception should be made as respects our astronomical observations, in which, the labors of instruction being less, original work has been, perhaps, expected, and has been accomplished with most signal success. To some extent this may possibly apply to our medical schools also. And in

¹ Smithsonian Report, 1878, pp. 159, 262.

other departments, generally, wherever time and opportunity have been afforded, much original work has been done by our professors; some of it of the first class.
* * *

A new system being evolved, endowment of professorial chairs.—If experience teaches anything, it is that no broad and general development of scientific work of the first class is possible, except either through independent establishments for special work, or else by the university system, in which professors in science and their assistants are first selected on account of their previous distinction in original research, and are then appointed to *continue that work*, and in the teaching of students, to transmit to them the zeal of discovery and the true methods of advance.

It matters little whether the support of the university or of special institutions for research comes from the Government or from private endowment, provided the provision is adequate and constant. The difficulty with us has been, and still is, that funds are insufficient, the means and equipment inadequate, and the time allowed to the professors for research insufficient. There has been too much of the school-master, and too little of the real professor. Too great absorption of the professor's time in the work of instruction is injurious to both teacher and pupil. The most stimulating of teachers is he who by daily experiment is in vital touch with nature; he who brings from the fires of the laboratory the warmth, the illumination and the inspiration of his own researches.

This is now well recognized; and, so far as their means will permit, the leading colleges are by degrees relieving their professors of the work of elementary instruction, so that they may the better prosecute original researches, and at the same time become best qualified for the highest work of instruction. This system will, doubtless, demand watchfulness and discrimination. To prevent abuses, regulation and responsibility may have to be imposed. But it involves the appointment of additional instructors. It requires added means. And this is indispensable as a part of the transition of our leading colleges to the university system. It is indispensable, also, if we are to have in this country any considerable systematic prosecution of original research. We must use existing instrumentalities and existing institutions. And all experience shows that outside of the few Government positions, and in the absence of special institutions for research, the professorial chairs are best adapted to such investigations. No greater service could be done to science than to make such endowments as should insure systematic and continuous research by the professors as a part of the new university system.

Endowments for the same object, and operating in the same line, might also take a different form, viz, the endowment of several professorial fellowships, each say, of \$1,000 annual income; to be controlled and awarded by some independent scientific body (such as this alliance might afford) for distinction in active scientific investigations, either within the country or within the State. I know of no more quickening impulse to original scientific research than such as would be given to it by those means.

Endowment of fellowships in science.—Immediately connected with our colleges and universities is another field, in which additional endowments are greatly needed, viz, for fellowships in science for postgraduated studies.

Upon the postgraduate workers, the future of science and the recruits for future teachers and professors must necessarily depend. In that view the importance of post-graduate endowments in science can scarcely be magnified. The great majority of the young men from whom all the new recruits must be drawn have little or no pecuniary means. After graduating, often through many difficulties, they must face the question of their future calling. They must consider what promise of a reasonable and comfortable support a life devoted to science affords. If this risk should not deter them, still there are many with talents of a high order who would be absolutely unable to proceed farther in the advanced scientific studies necessary to qualify them to enter upon remunerative scientific work, or to obtain situations as professors or assistants, except by the aid of substantial endowments for their support, during the three or four years more of necessary assiduous study.

In the stress of modern life, and in the allurements towards more certain pecuniary results, nothing but such endowments can avert the withdrawal from scientific pursuits of many young men of high promise, whose genius and tastes and ambition strongly incline them to science, and who would be secured to it if this temporary support were afforded.

The endowments of our colleges and universities in aid of postgraduate work in science are much less, I suppose, than is commonly imagined. I find no such support for postgraduate work in science, either at Cornell University, at the University of the city of New York, at Brown University, at Amherst, or even at the Johns Hopkins University. No statement of the endowments of the new Clark University at Worcester has as yet been published. Princeton, though having a hundred undergraduate scholarships, has but one postgraduate fellowship for science; Yale, but two—the Silliman and the Sloane fellowships.

Columbia College has two fellowships expressly restricted to science, viz: The Tyndall fellowship of \$648 annually, and the Barnard fellowship of about \$500 annually. Besides these, however, twenty-four general university fellowships have been established, of \$500 each, for postgraduate study, of which eighteen are in present operation. About one-third of these are assigned to science; making now eight for science at Columbia, with probably two more in 1893 or 1894. In architecture, moreover, there are three additional noble postgraduate fellowships at Columbia, the Schermerhorn of \$1,300 annually, and the two McKim fellowships of \$1,000 each, to support study in foreign travel. In the medical department, also, there are five valuable prizes for proficiency.

The University of Pennsylvania has the Tyndall fellowship, before referred to; and, in the department of hygiene, an admirable laboratory fitted up by Mr. Henry C. Lea, with a fellowship of \$10,000 endowed by Mr. Thomas A. Scott, at present applied to original research in bacteriology.

At Harvard, besides the three Bullard fellowships of \$5,000 each, established in 1891, to promote original research in the medical school, there are two postgraduate fellowships restricted to science exclusively; namely, the Tyndall fellowship of about \$500 annually, and the income of the recently established Joseph Lovering fund, the principal of which is now about \$8,000. There are also eleven other general fellowships, viz: The Parker, the Kirkland, and the Morgan fellowships, available for promising graduate students in any branch; of which about five have been usually assigned to science. These fellowships give an income of from \$450 to \$700 a year. Harvard has also forty-six scholarships available for graduate students, varying in income from \$150 to \$300 each, of which about seventeen are assigned to science. During the last year, according to the report of Prof. Pierce, the dean, there were 193 applications for those postgraduate fellowships and scholarships, 71 of which were in science. Only one-third of the applicants could receive the aid. * * *

From the above synopsis it appears that in all these colleges (and I know of no other similar fellowships elsewhere) there are only about twenty-six adequately endowed postgraduate fellowships in science. As these should be continued for at least three years, there is provision altogether for only about nine per year—not one-fourth the number required to supply the annual loss in our 150 colleges, to say nothing of the increasing demand, through the growth and improvements in the colleges themselves. As it is from such specially trained students that the great professors of the future must be drawn, the need of much greater endowments for new recruits is apparent. * * *

Huxley is said to have once stated that "any country would find it to its interest to spend \$100,000 in first finding a Faraday and then putting him in a position where he could do the greatest amount of work."

It is the postgraduate endowments that must find and retain to science the Faradays of the future.

A notable instance of the need and value of such aid is found in the recently appointed head of a great university, who, by such endowments alone, here and abroad, it is said, was enabled to prosecute his studies for ten years successively, reaching thereby the front rank in his chosen department of philosophy.

Services rendered by learned societies.—Another department in great need of pecuniary support is that of the learned and scientific societies. In these England is pre-eminent. Our own societies have endeavored to follow, so far as they could, their English models. The English societies have rendered to science invaluable service in three main lines:

(1) In providing ample means for the publication of scientific papers, showing the progress and the results of their scientific work. In this every society has taken part.

(2) In the direct maintenance of original research, in which the Royal Institution has been most conspicuous.

(3) In the award of prizes for scientific distinction; but still more important, in the distribution of pecuniary aid for the prosecution of special scientific researches.

1 Publication of scientific papers.—Of these, I regard publication as, perhaps, the most important; not only because it puts the world in possession of what has been done by investigators, but because the very fact that there are means of publication is one of the greatest incitements to complete and thorough original scientific work.

Of the English societies the Royal Society is the oldest, having been chartered in 1662. It has published 181 volumes of transactions and about 50 volumes of proceedings. For these purposes in 1881 the expenditure was between \$11,000 and \$12,000. It has property to the value of about thirds of a million of dollars, more than half of which is in trust funds, held for scientific uses. The income on the trust funds in 1891 was about \$17,500.¹ In 1828 Dr. Wallaston, in giving it \$10,000 in 3 per cent con-

¹Proceedings, 1891, Vol. 50, p. 225.

sols "to promote scientific researches," charged upon the society "not to hoard the income parsimoniously, but to expend it liberally for the objects named."

The Royal Institution of Great Britain was founded in 1779, largely through our countryman, James Thompson, of Rumford, Vt., afterwards Count Rumford. In 1888 it had property and invested funds for general purposes to the amount of \$350,000, and about \$40,000 of invested funds for the maintenance of its three professors. In 1887 it expended about \$2,000 in publications, and it has issued about 40 volumes.¹

The Linnean Society, now furnished by the Government with permanent accommodations in Burlington House free of rent, was founded by Sir James E. Smith in 1788, and is devoted to botany and zoölogy. Its property amounts to about \$32,000, but it has no endowed funds for scientific investigation. For some years past its receipts, mainly from contributions, have been about \$10,000 a year, of which one-half, about \$5,000, is spent on its publications, which now number nearly 50 volumes of transactions in quarto, and as many more of its Journal. In 1888 \$7,000 were expended in publication.²

Next in order of time is the British Association for the advancement of Science, founded in 1831. It is sustained chiefly by yearly contributions. Its invested funds amount to about \$62,000. Its income and contributions are about \$10,000 annually, out of which it appropriates from \$6,000 to \$7,000 per annum for the encouragement of scientific investigations, and about \$1,800 annually for its yearly volume of proceedings. Its publications now number 25 volumes.³

The Ray Society was founded in 1844. It was named after the Rev. John Ray, who lived from 1628 until 1705. Haller, himself one of the greatest scientists of his time, writing in 1771, in the full light of Linnæus's fame, calls Ray "the greatest botanist within the memory of man."⁴ The society has published about 50 volumes of scientific works of the highest importance. I have not seen any statistics concerning its means or acquisitions, nor have I found any financial report of the scientific societies of Edinburgh or Dublin.

2. *Maintenance of original research.*—Of these societies only the Royal Institution directly supports professors for scientific research. It has two laboratories, one chemical and one physical. These were rebuilt in 1872, "in order that original discovery might be more effectively carried on." The society was founded for the declared purpose of "promoting scientific and literary research." It has three professors—one in chemistry, one in physics, and one in physiology. Davy, Faraday, Tyndall, and others who have spent their lives there, have made its annals immortal.

3. *Prizes and pecuniary aid.*—In stimulating research by the appropriation of moneys for specific objects, the Royal Society and the British Association are the chief agencies. Besides some of its own funds, the Royal Society distributes annually £4,000, or \$20,000, granted by the Government "for the advancement of science." This has been done by applying it to numerous purposes; in 1891, for fifty-seven different scientific objects, in sums ranging from \$25 to \$3,000 each, not confined to natural science alone, but including ethnology and magnetic surveys. Most of the grants were in sums of about \$350 or less.⁵

The British Association has disbursed annually for the last forty years from \$6,000 to \$7,000 per annum, upon the same system of dividing it up for numerous specific purposes, usually from thirty to forty objects yearly, the grants being in sums ranging from \$25 to \$1,000. The grants are called for and expended for the specific purpose named, and under the direction of some prominent scientific man. Scientists like Sir William Thompson, and others of like renown, have had the administration of many of these grants. These have included for the last six years, save in 1890, the appropriation of \$500 per year for a table in the Naples Marine Laboratory.⁶

We have no single society in this country, save the Smithsonian, that can rival in importance those that I have named in England. And the Smithsonian is not a society, but an institution, established by one man, and he an Englishman. This institution, based upon the bequest of James Smithson, was founded by act of Congress of August 10, 1846. I doubt whether in any country or in any age the bequest of half a million of dollars has ever been followed by such beneficent results, or has ever so profoundly affected the life of science in any country as the Smithsonian Institution has done in America during the last forty-four years of its existence. This has been owing (1) to the wisdom and the profound scientific insight of Prof. Henry, its first secretary and director; and (2) to the corps of able assistants and successors whom his spirit and policy have inspired. Its publications number 26 quarto volumes of Contributions to Knowledge, 40 volumes of Miscellaneous Collections, and 44 volumes of Annual Reports. Its Contributions to Knowledge rival, if they do not excel, in rarity and importance the publications of any other society during the same period. Its expenditure in publications is about \$12,500 a year.

¹ Report, 1888, p. 13.

² Proceedings, 1890, pp. 15, 45 [May 4, 1888].

³ Proceedings, 1891, pp. LXXXVII-C, 76.

⁴ Bibliotheca Botanica.

⁵ Proceedings, 1891, Vol. 50, p. 242.

⁶ Proceedings, 1890, p. 90.

Under Prof. Henry a good deal was done in research. Under Prof. Langley, the present director, astrophysical research is carried on. Besides the direct scientific work of the institution, however, its influence has been very great, especially in its relations with the other departments at Washington, and as a medium for the prosecution of other scientific enterprises under authority of Congress. Many of the appropriations of Congress for scientific expeditions for researches in ethnology, paleontology, chemistry, and physics have been due to the presence and coöperation of the Smithsonian Institution. For ethnologic researches alone during the last twelve years, under the administration of the Smithsonian, Congress has appropriated \$400,000; to paleontologic researches within the last three years, \$160,000; to chemical and physical research, \$68,000; and to astrophysical research, \$10,000. Besides these, there have been for many years appropriations for maintaining the important investigations of the Coast and Geodetic Survey and of the Weather Bureau in Meteorology; and for the great scientific work of the Naval Observatory, and of the various scientific divisions of the Agricultural Department and of the Geological Survey. Our Government has been by no means inactive in science.

The principal American scientific associations, omitting those of comparatively recent origin, are the American Philosophical Society of Philadelphia, originally founded in 1744; the American Academy of Arts and Sciences at Boston; the Boston Society of Natural History; the Academy of Natural Sciences, and the Franklin Institute at Philadelphia, the latter founded in 1824 (see *Journal*, vol. 1, pp. 71, 129); the New York Academy of Sciences (a continuation of the Lyceum of Natural History); the National Academy of Science at Washington, founded in 1863; and the American Association for the Advancement of Science. Of these the Philosophical Society has published 29 volumes of its transactions; the American Academy, 26 volumes of transactions and 9 quarto volumes of memoirs; the Boston Society of Natural History, 25 volumes, at a cost of about \$600 per year; the Academy of Natural Science of Philadelphia, 48 volumes of proceedings and 12 quarto volumes of its *Journal*, at an average cost of about \$1,000 per year; the Franklin Institute, 133 volumes of its *Journal*; the New York Academy and its predecessor, about 30 volumes of Transactions and Annals; the National Academy, 3 quarto volumes of Memoirs and some volumes of proceedings; and the American Association for the Advancement of Science, about 40 volumes of proceedings.

The latter society had in 1891 a "Research Fund" of \$5,254. (Proceedings 1891, p. 441.) None of the other societies, so far as I can find, has any fund specially devoted to research or makes any specific appropriations therefor. The National Academy and the Academy of Philadelphia have each some funds for their support, and the latter also the Jessup fund for students in science on which the income is about \$550 yearly. The Philosophical Society from time to time awards the prize established by John Hyacinth de Magellan in 1786, an oval gold plate, "for the most useful discovery or invention in navigation or science." One of the earliest awards of this prize was for painting lightning rods with black lead.

The American Academy of Arts and Sciences awards a gold and silver medal from a bequest of \$5,000, made to it by Count Rumford, who in 1796 made a similar bequest to the Royal Society. In 1888 this prize was most worthily awarded to Prof. Michelson, for his researches in light.¹

The Boston Society of Natural History has a general fund, of which, the income is about \$6,000. It has also a small Walker prize fund and a grand prize fund, from which in 1884 it awarded a grand prize of \$1,000 to James Hall, of Albany, "for his distinguished services to science." It also administers the expenditure of about \$2,700 a year for instruction in laboratory work drawn from the Boston University and \$1,500 from the Lowell fund for the instruction of teachers.²

From this comparison of the voluntary associations it appears that the property, endowed funds, and equipment of the English societies named are nearly tenfold greater than the American, and their publications double; while for direct original research our societies maintain no laboratories and no professors, as is done by the Royal Institution. The English societies distribute yearly from \$25,000 to \$30,000 for from sixty to seventy-five different scientific purposes, while ours make no such appropriations simply because they have no funds. To supply this deficiency there is need of large endowments.

Need of a publication fund.—The publications of our societies are valuable; the papers have often been of a high character, rivaling those published abroad. But the funds available for publication are insufficient; it is always a question of means. There is a press and surplus of valuable scientific matter, which either is not printed at all or only gets printed by special subscriptions for the purpose. This ought not to be. After valuable original matter has been produced with great pains and without hope of pecuniary reward, nothing is more discouraging to future research than that even publication can only be had as a charity. This I know, from repeated personal applications, is the condition of things in New York at this

¹ President Lovering's address, *Proc.*, vol. 24, p. 380.

² *Proceedings*, vol. 24, p. 14.

moment. It is not creditable that in a State and country like ours there should be practically nowhere any adequate provision for even the publication of the researches of those who work for nothing but their love of science and its progress. There is very great need of a considerable publication fund, in the hands of some scientific body, through which every valuable contribution to science, not otherwise provided for, might be ensured a speedy publication, after it had been found worthy, as in the practice of the Linnean Society, first by a critical expert in the particular department, and then by the Council of Publication.¹

The stimulus, moreover, to scientific research that would be imparted by the distribution of comparatively small sums, such as are given by the Royal Society and by the British Association, would also be very great; nor is there any reason why the founding of professorships for the express purpose of prosecuting original research in our scientific societies, after the model of the Royal Institution, should not in time be followed by results equally brilliant and equally beneficial to mankind.

I have endeavored to point out three main directions in which there is urgent need in this country of pecuniary endowments.

(1) In the relief of professors during the transition of the colleges from the schoolmaster system to the university system, whereby all professors in science shall become actively enlisted in the prosecution of original discovery as a part of their duties.

(2) In providing for the future recruits in science, by more endowments for post-graduate study.

(3) By endowments of our scientific associations, both directly to promote original research and especially also to supply larger means of publication. * * *

Our reliance in this country must be mainly upon private endowments and an intelligent appreciation of the needs of science. The National Government has done, and is doing, much in certain directions. But aside from the dispositions of legislators, it is restricted by the provisions of the Federal Constitution, and by debated questions of constitutional right. State aid is not thus hampered; but state aid is difficult to obtain, to any adequate degree, on account of the previous habits, prejudices, and political training of the people. No doubt this ought not so to be. The state of New York ought, abstractly considered, to maintain one university of the first class equal in every department to any in the world. But the multiplication of institutions already existing, local jealousies, and aversion to state taxation, make this now probably impracticable.

The remedy is with the people, and through their own voluntary methods. It is the people who have made our Government, its institutions, its methods, and the great aggregate, whatsoever it is, such as we see it to-day. Wealth is rapidly accumulating; much of it in the hands of those who, springing from the people, bear the love of the community in their hearts; and when they and the people at large shall come to see that the cause of scientific advance and the discovery of all new truth are in the deepest sense their cause, responses will, I believe, come to every urgent need; until the work of the people, by its own methods, shall, even in science, be able to confront, without shame, the best work of the monarchies of the Old World.

Address of Prof. H. Carrington Bolton on A Plea for a Library of Science in New York City.

In science, as in other departments of modern thought and research, progress moves along two distinct lines apparently antagonistic, but, as may be easily shown, they are mutually helpful; these are a tendency to specialization and a growth in generalization. As each department of physical and natural science develops with prodigious rapidity, and becomes too comprehensive for the grasp of an individual mind, it becomes subdivided into branches dealing with a limited range of subjects, and, as these subdivisions continue to grow, further specialization necessarily ensues. This is a familiar truth, requiring no illustration beyond reference to the existence of seven independent societies in this Alliance, the younger members of which are limited to single branches of research. Parallel with this development of specialization, there is marked progress in the direction of coördination and interdependence. Even in the departments of investigation seemingly far removed from each other, how frequently discoveries and inventions unexpectedly open up common features. A chemist aided by a physicist, examining in a darkened room the flame-colors of terrestrial substances, suddenly hand over to the astronomer an instrument of precision surpassing the combined powers of the telescope and the microscope in revealing the secrets of celestial bodies. A solar-physicist, directing his sensitive bolometer to the radiant energy proceeding from a tiny insect, presents to the biologist new and remarkable facts otherwise unattainable. What two sci-

¹ Pres. Carruthers, Proceedings, May, 1890, p. 39.

ences seemed less likely to be linked for a man's benefit than acoustics and electricity? To what realm of nature is the microscope limited? To further multiply illustrations is needless; a moment's reflection shows theoretical points of contact between every one of the exact sciences which are realized in practical applications resulting from their coördination.

This linking of specialization and generalization finds its highest exemplification in a library, particularly in one consecrated to pure and applied science. One of the objects sought by the promoters of this alliance of the principal scientific societies of New York city is the assembling under one roof of their scattered collections of books. This does not mean amalgamation in any degree, nor even confederation; this is practically impossible, for several of the societies are incorporated and can not surrender rights in their property. The plan, as I understand it, leaves to each society complete control of its own liberty, and merely provides for coöperation, each supplementing that which is lacking in the others. Before considering the advantages which would certainly follow such affiliation, let us briefly note the statistics of each society, considering them in order of their foundation.

(1) The New York Academy of Sciences, founded in 1817, has a library of nearly 10,000 volumes and bound pamphlets, temporarily deposited in the library building of Columbia College, by courtesy of the trustees. It is not amalgamated with the great library of the college, having separate rooms and an independent catalogue. The collection is almost exclusively scientific, and is valuable for its sets of Transactions of learned societies throughout the world, obtained by exchange for the publications of the Academy. Many of these early serials are not found elsewhere in the city, and some nowhere in the United States.

The library is, of course, free to members under the by-laws, and to readers in the college library by special arrangement. The library is in very good condition, which, however, would be improved by expending a few hundred dollars in binding. The Academy was so unfortunate as to lose its collections in natural history by fire in 1866, but the library was stored elsewhere, and has now reached the respectable age of 75 years, being the fifth in order of foundation in New York city.

(2) The Torrey Botanical Club, founded in 1871, has no independent library, its collection being incorporated with the library of Columbia College. The University Bulletin for July, 1892, records the securing of a fund of \$1,000 for the purchase of books for the Botanical Library, a fund contributed by ten persons. While this is creditable it shows how pressing the need is for botanical literature, and the club might perhaps be persuaded to administer a much larger sum.

(3) The New York Microscopical Society, founded in 1877, is incorporated under the state laws. It has a library of about 1,500 volumes, but it is at present difficult of access to members owing to cramped and inconvenient quarters; hence it is but little used.

(4) The Linnean Society of New York, organized in 1878, not incorporated, has the nucleus of a library deposited in the American Museum of Natural History, Central Park.

The collection consists chiefly of serials obtained by exchange, and of Government publications.

(5) The New York Mineralogical Club, organized in 1877, not incorporated, has no library. It owns, however, the B. B. Chamberlain Collection of New York Island Minerals, and other local specimens deposited in the American Museum of Natural History.

(6) The New York Mathematical Society, organized in 1888, not incorporated, owns a collection of about 300 volumes, now temporarily deposited in the mathematical department of Columbia College.

(7) The New York section of the American Chemical Society is the youngest child in this family, having been organized in the spring of 1892. The parent society, however, was founded in 1878, and has accumulated a library of 1,900 volumes and 500 pamphlets, now deposited in the building of the University of the City of New York. It is, of course, open to members and those using the university library.

These collections, brought together under one roof, would form the nucleus of a valuable scientific library. The weakness of some is due to youth; all, however, reflect the struggle for existence that pure science has sustained in this commercial city. The advantages that would flow from affiliation are so obvious as to make rehearsal almost superfluous. First, however, is the advantage of economy in administration, and, by avoiding duplication, securing greater results with less expenditure. Secondly, uniformity in disposition of the books, and improvements in cataloguing. And be it noted that the utility of a library is in proportion to the perfection of its catalogue; other things being equal, a small collection being furnished with full author and subject catalogues is decidedly more valuable than a library of far greater magnitude which is incompletely catalogued. Such an assemblage of books, with the growth that would be stimulated by the new régime,

would form the foundation of a great *bibliotheca scientiæ*, such as nowhere exists in our New World. Due appreciation of the creditable standing of several libraries in New York and vicinity is consistent with the statement that a scientific library is a great want. For general reference the Astor will long remain pre-eminent; Columbia College Library is growing rapidly, and its liberal regulations and fine appointments are a delight to scholars; the Lenox has a noble collection of treasures limited to a narrow field; the physicians, lawyers, and engineers are forming for themselves specialized collections of great value; the Free Circulating Library and many subscription libraries cater to the popular taste; but where shall investigators in the exact sciences go with an assurance of finding all desirable treatises, serials and special monographs?

Another advantage of affiliation must be briefly noted. One of the best ways of building up a library symmetrically is to place the selection of books in the hands of workers in the several branches of knowledge. This is recognized in some colleges, where each member of the faculty compiles lists of works needed in his special field. In the associated libraries each society would naturally foster its immediate interests, and lacunæ could be filled by the care of the librarian in chief.

It is, perhaps, premature to consider the question of organization of the Library of the Scientific Alliance, but I would suggest that at first the librarians of the several societies might form a board and by frequent consultation secure uniformity in methods. Later in the development of the library a librarian-in-chief might be appointed to have general oversight of the whole, especially to see that gaps in the literature of science, not filled by the societies themselves, be closed by purchase. For, of course, the library of the Scientific Alliance must have an endowment, and one worthy of this great metropolis.

The benefits that a library of pure and applied science would confer on the city are manifold. It would become the headquarters of those engaged in pure research, as well as of inventors and others seeking data as to the applications of science. To patent lawyers such a library would be invaluable. If the alliance be successful in securing a convenient site and a building of sufficient magnitude, I suggest further that rooms of moderate dimensions be provided for rental to private collectors of books for their personal treasures. Many persons of moderate means find the question of shelf-room a more troublesome one than the acquisition of books, and buy more sparingly for this very reason. They would be glad, however, to place their collections in a fireproof building contiguous to kindred or supplemental collections, and, maintaining their control of their private libraries, would willingly grant to scholars access to the same for consultation and serious research. Such temporary deposits might eventually become the property of the alliance, either by gift or testamentary bequest.

The alliance is moreover likely to add to its membership other societies pursuing special branches of science, and this growth must be anticipated in planning for the future.

The associated libraries of the Scientific Alliance, gathered in a suitable building furnished with committee rooms, lecture-hall, etc., would form for those engaged in scientific research a sort of exchange. Commercial and financial enterprises have established produce exchanges, metal exchanges, stock exchanges, and the like, and why should not science have its own exchange? Though the commercial aspect is far removed from the thoughts of those advocating this alliance, I see no reason why the building sheltering the libraries should not be headquarters for those seeking advice from scientific men on industrial problems.

Comparisons are said to be odious; therefore I refrain from pointing out how much behindhand New York City is compared with Boston, Philadelphia, and San Francisco in the matter of accommodation for scientists.

To ascertain the status of science in the existing libraries of New York and vicinity, I sent to sixty-eight of the principal libraries and institutions of learning circulars making inquiry as to the number of volumes in each, the proportion of scientific works, and the number of scientific readers using the library. With few exceptions replies were received with gratifying promptness and accuracy. Eight libraries have not been heard from. The statistics obtained are embodied in the appendix to this paper, and we give here but a brief summary.

The sixty libraries reporting have an aggregate of 1,916,000 volumes. There are fifteen libraries of over 40,000 volumes each. The proportion of scientific books varies from 5 per cent to 100 per cent, according to the scope and aim of the institution. In the larger libraries of reference the proportion runs from one-quarter to one-twentieth. As the term science is differently interpreted by librarians, some restricting it to pure science and others embracing the applications, biography of scientific men, and the useful arts, no attempt has been made to estimate the total number of volumes that are properly classed as scientific. As but few libraries report the number of scientific readers, this item remains practically undetermined.

In one class of institutions a great weakness was developed by this inquiry; with a single exception medical colleges report "no library." Surely in no other course of study is a knowledge of literature of the subject deemed superfluous. The exception referred to is the Woman's Medical College of the New York Infirmary, which has a collection of 556 volumes, forming a small reference library for the students. This was founded in 1887 by the liberality of Sarah M. Hitchcock, and is growing annually by subscriptions and donations. * * *

Statistics of libraries in New York City and vicinity, with special reference to science.

NOTE.—The libraries are arranged in order of foundation under the respective cities: New York, Brooklyn, Hoboken, Jersey City. Clubs are not included, being essentially private libraries. Additional details of the special collections in several of the libraries will be found in bibliographical contributions of Harvard College, No. 45. Notes on special collections in American libraries, by William Coolidge Lane and Charles Knowles Bolton, Cambridge, Mass. 1892.

| Name of library. | Librarian. | Date of foundation, organization, or incorporation. | Location. | Approximate number of volumes. | Proportion of scientific books. | Proportion of scientific readers. | Remarks. |
|---|--------------------|---|---|--------------------------------|---|---|--|
| New York Society Library. | W. S. Butler | 1700 | 67 University Place | 90,000 | About one-seventh. | About one-twelfth. | Is rapidly growing; is open for readers from 9 a.m. to 11 p.m., daily. |
| Columbia College Library. | George H. Baker | 1754 | | 150,000 | About 25,000, say one-sixth. | No data. | |
| Library of the New York Hospital. | Frank P. Foster | 1796 | 6 West Sixteenth street | 20,000 | Nearly all medical. | No data. | |
| New York Historical Society Library. | Charles Isham | 1862 | 170 Second avenue | 85,000 | Comparatively few | None | The collection relates to American history only. |
| Library of New York Academy of Sciences. | James F. Kemp | 1817 | Deposited temporarily in Columbia College library building. | 10,000 | Almost all, say 95 per cent. | Undetermined; is open to all readers of the college library. | Valuable for its sets of transactions of learned societies throughout the world, obtained by exchange. |
| Free Library of the General Society of Mechanics and Tradesmen of the City of New York. | Jacob Schwartz | 1820 | 18 East Sixteenth street | 95,000 | About 6,000 volumes, or one-sixteenth. | No data. | |
| Mercantile Library | W. T. Peoples | 1820 | Astor Place | 1240, 561 | About 10 per cent | Circulation of scientific books about 5 per cent of the whole. | A subscription library, founded for the benefit of merchants' clerks. |
| Library of the New York Law Institute. | William H. Winters | 1828 | Post-office building | 39,500 | Exclusively law and works of reference. | Members of the Institute; strangers welcome to consult the library. | The library was first formed as a statistical library; it contains complete sets of the most important scientific works in English. For the past ten years the purchased books are exclusively scientific. |
| Library of the American Geographical Society. | John W. Chambers | 1833 | 111-115 West Thirty-eighth street. | 13,581 | Over two-thirds | No data. | |
| Astor Library | Frederick Saunders | 1849 | 40 Lafayette Place | 240,000 | One in seven | Used by 47 instructors and 1,200 students. | The real growth of the library dates from 1870. |
| Library of the American Geographical Society. | George C. Harbut | 1852 | 41 West Twelfth-ninth street. | 24,000 | About 5,000 volumes, say one-fifth. | | New arrangement in progress. |
| Library of the College of the City of New York. | H. E. Bliss | 1852 | Corner Lexington avenue and Twentieth street. | 26,800 | | | |

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|--|-----------------------|------|--|---------|---------------------------------------|---|---|
| Library of the Young Men's Christian Association. | R. B. Poole..... | 1852 | 52 East Twenty-third street. | 40,000 | About one-twentieth.. | About one-twentieth. | The reading room was visited by over 400,000 persons in the year 1891. |
| Library of the Cooper Union for the Advancement of Science and Art. | J. C. Zachos..... | 1857 | Fourth avenue and Eighth street. | 31, 873 | About 3,000, say one-tenth. | Has a daily average attendance of 1,500 readers. The complete set of the reports of the Patent Office was examined by 919 readers in 1891. Used by the members of the society, 140. | Probably the largest nautical library in the country. |
| Library of the American Numismatic and Archaeological Society. | Bauman L. Belden.... | 1858 | 17 West Forty-third street. Academy of Medicine Building. | 21, 200 | About five-sixths..... | The circulation of science is about 5 per cent of the total. | The Mott Memorial Library and the Library of the New York State Medical Association and under one roof and free to all for reference. |
| Mainwoldes Library..... | Max Cohen..... | 1858 | 203 East Fifty-seventh street. | 40,000 | About 2,600 scientific books. | 764 readers in 1891, chiefly physicians. | The library was founded through a donation of the late Wm. G. Arthur; it is practically free, being open to all interested in engineering. |
| Mott Memorial Library and Library of the New York State Medical Association. | J. W. S. Gouley..... | 1867 | 64 Madison avenue ... | 213,000 | Almost wholly medical and scientific. | Almost wholly..... | The library is rich in pharmacology, botany, chemistry, and materia medica, containing some works not found elsewhere in New York. |
| Library of the American Society of Civil Engineers. | F. Collingwood..... | 1868 | 127 East Twenty-third street. | 715,000 | Seven-eighths..... | Besides members of the college, about 400 persons per annum. | The Lenox Library consists of several special collections on literary and antiquarian subjects. The R. L. Stuart Collection of angling literature includes some works of ichthyology; the Drexel Musical Collection contains works on acoustics. Besides these there are no books on natural science. |
| Library of the College of Pharmacy of the City of New York. | Charles Rice..... | (g) | 209-211 East Twenty-third street. | 14,000 | Almost exclusively scientific. | 500 readers per annum. | |
| Washington Heights Free Library. | Edward Griffin..... | 1868 | Corner of One hundred and fifty-sixth street and Amsterdam avenue. | 8,328 | 200 volumes or more... | No data..... | |
| Lenox Library..... | Wilberforce Eames.... | 1870 | Fifth avenue, between Seventieth and Seventy-first streets. | 70,000 | ..... |  |  |

^a As the city library.

^b July 1, 1892.

^c Also 100,000 pamphlets.

^d Also 4,000 pamphlets and unbound volumes.

^e No definite date; the library has grown systematically since 1868.

^f Including pamphlets.

^g Also 5,000 pamphlets.

^h Also 600 pamphlets.

Statistics of libraries in New York City and vicinity, with special reference to science—Continued.

| Name of library. | Librarian. | Date of foundation, organization, or incorporation. | Location. | Approximate number of volumes. | Proportion of scientific books. | Proportion of scientific readers. | Remarks. |
|---|------------------------|---|---|--------------------------------|---|--|--|
| Library of the New York Genealogical and Biographical Society. | G. H. Van Wagenen .. | 1870 | 23 West Forty-fourth street. | 2,500 | Wholly genealogical and biographical. | No data. | |
| Library of the Young Woman's Christian Association. | Sarah W. Cattell..... | 1870 | East Fifteenth street. | 19,000 | About 400 volume.... | Very few. In 1891, of a circulation of 44,577 volumes, only 432 were on science. | |
| Library of the Association of the Bar of the City of New York. | William J. C. Berry... | 1870 | West Twenty-ninth street. | 40,000 | Exclusively law books and books of reference. | | |
| Library of the Torrey Botanical Club. | Ellie A. Southworth .. | 1871 | (a) | | | | |
| Library of the New York Academy of Medicine. | John S. Browne | 1874 | 17-21 West Forty-third street. | 45,000 | About 1,000, not strictly medical. | About 7,000 readers yearly. | The library ranks third in size of the medical libraries of the United States. |
| Library of the University of the City of New York. | L. J. Thompkins..... | 1875 | Washington square... | 18,000 | About 3,000 volumes science, say one-sixth. | Scientific students.... | Reading room is open from 9 a. m. to 9:30 p. m., and is free to all who will comply with the rules. |
| Equitable Law Library.... | Thomas Campbell | 1876 | 120 Broadway | 13,500 | Wholly on law. | Undetermined | Difficult of access owing to small quarters; hence little used. |
| Library of the New York Microscopical Society. | Ludwig Riedler | 1877 | 64 Madison avenue ... | 1,500 | Wholly scientific | | |
| Library of the New York Section of the American Chemical Society. | C. E. Munsell | c1892 | Deposited in the Library of the University of the City of New York. | 61,900 | About 95 per cent scientific. | About 50 readers per annum. Open to those using the University Library. | |
| Library of the Linnean Society of New York. | Arthur H. Howell | 1878 | American Museum of Natural History, Central Park. | Not reported. | | | Consists of exchanges and Government publications. |
| Library of the American Museum of Natural History. | Anthony Woodward.. | 1880 | Manhattan square, Eighth avenue and Seventy-seventh street. | c25,000 | 95 per cent..... | No data..... | The library embraces the following collections (donated or purchased): The Jay Collection on Conchology; the Brevoort Collection on Ichthyology; D. G. Elliot Collection on Ornithology; S. L. Elliot Collection on General Science; the Edwards Collection on Entomology; |

| | | | | | | | |
|--|------------------------|-------|--|---------|--------------------------------------|------------------------|---|
| The New York Free Circulating Library. | Ellen M. Coe..... | 1880 | 49 Bond street, with 3 branches. | 60, 000 | About 8,000 volumes, say 7 per cent. | About 7 per cent..... | the Whitfield Collection on Palaeontology; the Cotheal Collection on Botany and Microscopy. The scientific books are chiefly popular and elementary; the reading of science is greatly increasing. Rich in railroad literature, which is not included in the answer to (4). Founded by Sarah M. Hitchcock. |
| | Pauline Leipziger..... | 1886 | 197 East Broadway f.. | 18, 000 | 497..... | 5 per cent. | |
| | W. F. Stevens..... | 1887 | 361 Madison avenue... | 6, 000 | About 4 per cent..... | About 150..... | |
| | D. A. Murray..... | 1888 | Mathematical Department of Columbia College. | 300 | All scientific, say 100 per cent. | No data. | |
| | Ellen K. Leute..... | 1887 | 321 East Fifteenth street. | 556 | All medical..... | ..... |  |
| | F. E. Falkenberg..... | 1888 | First avenue, between Twenty-sixth and Twenty-seventh streets, on Bellevue Hospital Grounds. | 2, 000 | 20 volumes..... | 2..... | |
| | Amy P. Hall..... | 1889 | 95 Rivington street... | 2, 000 | ..... | ..... |  |
| | E. C. Griffin..... | 1890 | 12 West Thirty-first street. | 4, 000 | All scientific..... | Wholly scientific..... | |
| | Ralph W. Pope..... | 1890 |do..... | ..... | ..... | ..... |  |
| | Franklin W. Hooper.. | 1823 | Fulton and Bond streets. | 13, 500 | 4, 200—say one-third. | 1, 200 readers..... | |
| BROOKLYN LIBRARIES. | S. C. Betts..... | 1850 | County Court-house .. | 14, 000 | Wholly on law. | | Special collections of value; 600 works on entomology; 1, 100 geographical publications. The library is free to the public, but no books can be removed from the building. The library occupies space jointly with that of the American Society of Mechanical Engineers. |
| | S. H. Berry..... | 1854 | 562 Fulton street | 12, 000 | 530 volumes. | ..... |  |
| | | | | | | | |
| Library of the American Society of Mechanical Engineers. Library of the American Institute of Electrical Engineers. | | | | | | | The library is used mostly by children in uneducated families, and the books mostly read are histories, biographies, and fiction. The proportion of scientific works is small, and they are chiefly elementary. The library is free to the public, but no books can be removed from the building. The library occupies space jointly with that of the American Society of Mechanical Engineers. |
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| Library of the Woman's Medical College of the New York Infirmary. The Benjamin and Townsend Library. | | | | | | | The library is used mostly by children in uneducated families, and the books mostly read are histories, biographies, and fiction. The proportion of scientific works is small, and they are chiefly elementary. The library is free to the public, but no books can be removed from the building. The library occupies space jointly with that of the American Society of Mechanical Engineers. |
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| | | | | | | | |
| College Settlement Library. | | | | | | | The library is used mostly by children in uneducated families, and the books mostly read are histories, biographies, and fiction. The proportion of scientific works is small, and they are chiefly elementary. The library is free to the public, but no books can be removed from the building. The library occupies space jointly with that of the American Society of Mechanical Engineers. |
| | | | | | | | |
| | | | | | | | |
| Library of the Brooklyn Institute of Arts and Sciences. | | | | | | | The library is used mostly by children in uneducated families, and the books mostly read are histories, biographies, and fiction. The proportion of scientific works is small, and they are chiefly elementary. The library is free to the public, but no books can be removed from the building. The library occupies space jointly with that of the American Society of Mechanical Engineers. |
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| The Law Library in Brooklyn and The Law Library of the Second Judicial District. | | | | | | | The library is used mostly by children in uneducated families, and the books mostly read are histories, biographies, and fiction. The proportion of scientific works is small, and they are chiefly elementary. The library is free to the public, but no books can be removed from the building. The library occupies space jointly with that of the American Society of Mechanical Engineers. |
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| Library of the Young Men's Christian Association ... | | | | | | | The library is used mostly by children in uneducated families, and the books mostly read are histories, biographies, and fiction. The proportion of scientific works is small, and they are chiefly elementary. The library is free to the public, but no books can be removed from the building. The library occupies space jointly with that of the American Society of Mechanical Engineers. |
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f Has two branches, 721 Lexington avenue and 624 East Fifth street.

d Also 500 pamphlets.
e Also 10,000 pamphlets.

a Incorporated with the Botanical Library of Columbia College.
b The Academy was instituted in 1847.
c Parent society founded 1878 and incorporated.

Statistics of libraries in New York City and vicinity, with special reference to science—Continued.

| Name of library. | Librarian. | Date of foundation, organization, or incorporation. | Location. | Approximate number of volumes. | Proportion of scientific books. | Proportion of scientific readers. | Remarks. |
|---|------------------------|---|--|--------------------------------|---|---|---|
| BROOKLYN LIBRARIES—continued. | | | | | | | |
| Brooklyn Library..... | W. A. Bardwell..... | 1857 | 197 Montague street, Brooklyn Heights. | 115,000 | About 17,000 volumes—say one-seventh. | No data..... | The library is especially devoted to local history and genealogy. Confined to instructors and pupils of the academy, 170 in number. Public and free for consultation. A new building is in progress. The Hoagland Laboratory library complements medically the above, and is free to members by card. |
| Library of the Long Island Historical Society. | Emma Toelcheberg.... | 1863 | Corner Pierrepont and Clinton streets, Brooklyn. | 47,000 | Very small..... | Almost none..... | |
| Library of the Adelphi Academy. | Mabel A. Farr..... | 1869 | Clifton Place, Brooklyn. | 3,000 | About one-twentieth. | About 20..... | |
| Library of the Medical Society of Kings County. | William Browning.... | 1874 | 356 Bridge street, Brooklyn. | 5,500 | Wholly on medicine and allied sciences. | Members of the society, 500. | |
| Free Lending Library of the Union for Christian Work. Library of the Pratt Institute. | Fanny Hull..... | 1882 | 67-69 Schermerhorn street. | 22,000 | 2,306 volumes..... | 150 scientific readers..... | The library is rich in foreign serials on bacteriology, pathology, histology, physiology, and experimental therapeutics. |
| | M. W. Plummer..... | 1888 | 215 Ryerson street, Brooklyn. | 35,000 | About one-seventh, not including useful arts and biography. | No data..... | |
| Library of the Hoagland Laboratory. | George T. Kemp..... | 1888 | Corner Pacific and Henry streets. | 1,544 | 100 per cent..... | ..... |  |
| HOBOKEN LIBRARIES. | | | | | | | |
| Library of the Steven's Institute of Technology. | A. Riesenberger..... | 1871 | Corner Hudson and Fifth streets, Hoboken. | 7,500 | Exclusively scientific. | Consulted by alumni and undergraduates—say 600 persons. | Books on electricity and engineering are more largely called for than other branches of science. |
| Free Public Library, Hoboken, N. J. | Thomas F. Hatfield.... | 1890 | Second National Bank Building. | 7,343 | 540 volumes—say one-thirteenth. | No data..... | |
| Free Public Library, Jersey City, N. J. | George Watson Cole.. | 1889 | Corner Washington and York streets. | 25,312 | 1,405—say one eighth. | Out of a circulation of 294,796 volumes, 7,417 were scientific. | |

XI. TEACHERS.

The Patterson (New Jersey) plan of raising the standard of the teaching force.—The school board of Paterson (Nicholas Murray Butler, president) adopted, September 16, 1892, the following report presented by their committee of education:

The committee on education have given careful consideration to the improvement of the efficiency of the present teaching force; since it is obvious that no course of study, however excellent, no new text books, however approved, and no new methods of teaching, however justified, can of themselves, and apart from intelligent teaching, raise the standard of the public school. It is obvious that any just plan of distinguishing between the many teachers who are efficient, and the few who are wholly or in part inefficient, must be general and impersonal, and must be carried out without either favor or prejudice. We have agreed upon such a plan and present it herewith to the commissioners with the recommendation that it be adopted, and the superintendent directed to carry it into effect at once:

The certificates of all principals and teachers, having been issued to hold good during the pleasure of the commissioners of public instruction, to be terminated on June 30, 1893.

Meanwhile the principals and teachers are to be classified as below stated, the basis of the classification being: First, the records of the past three years now on file in the office of the superintendent, and secondly, a special report to be prepared for the purpose and completed by December 1, 1892. The teachers are to be reported on by the several principals and the superintendent; the principals are to be reported on by the superintendent alone.

(A) Those who are satisfactory, both as to scholarship and as to power of discipline, management, and teaching efficiency. The certificates of all principals and teachers in Class A to be renewed without further formality from July 1, 1893.

(B) Those whose scholarship is unsatisfactory. The certificates of all principals and teachers in Class B to be renewed from September 1, 1893, only in the case of those who pass a satisfactory examination, said examination to be held between July 1 and September 1, 1893.

(C) Those whose power of discipline and management is unsatisfactory and who are lacking in general efficiency. The certificates of all principals and teachers in Class C to be renewed from September 1, 1893, only in the case of those who give evidence satisfactory to the superintendent during the present school year, of their ability and willingness to make good their deficiencies.

(D) Those who are unsatisfactory both as scholarship and as to power of discipline, management, and general teaching efficiency. The certificates of all principals and teachers in Class D will not be renewed.

Grading salaries according to success in teaching.—Supt. O. M. Brands, of Paterson, N. J.: Salaries are graded (in Paterson) after a period of probation, according to success in teaching. The question here arises, what shall become of such teachers as fail to obtain a recommendation—whose efficiency and success will not warrant conscientious approval? It is true that the salary of such teacher would remain at the minimum—would not be increased; but if some teachers are indeed so inefficient, so unsuccessful, as not to merit the increase of salary thus provided, will their services to the school be more effective, more valuable, at the minimum salary? Would not the service of any such be dear at any price, no matter how small? In short, would their services be desirable at all in positions in which they are unsuccessful? To the latter question the emphatic “No” must be accepted as the correct answer. Somebody disposes of the main question in the following words: “Grading salaries according to success in teaching is usually a failure, and boards of education should thoroughly understand what they are doing before undertaking the experiment. Either a teacher is or is not qualified to teach. Of course not all have equal abilities; this can not be expected; but all teachers must eat and be clothed; the best as well as the poorest. If it is found after sufficient time that any teacher is indifferent in teaching, and inferior in government, let him (or her) be dropped and another put in his place; but if he is retained it would seem to be reasonable that he should have as good pay as others who have taught as long as he. Teaching ability can not be improved by cutting down salaries. It should be either encouragement and improvement or dismissal.”

Wherein the strength of great teachers lay.—The Christian Union: Teachers of all kinds whether with the voice, the pen, or the platform, or in the press, are peculiarly exposed to two perils; a tendency to routine and to loss of interest and enthusiasm. The fight which a teacher is compelled to wage against the influence of his surroundings and his profession, is a fight for life; for that which he loves when he parts with his vitality and becomes the victim of routine is life. The great teachers have not, as a rule, been men of the very highest scholarship. Their scholarship has been ade-

quate, but their strength has lain, in a certain quality, difficult to define, but as diffusive as the atmosphere, and passing in a vital current from teacher to pupil. Thomas Arnold in England, and Mark Hopkins in America, although both men of eminent intellectual attainments, derived their strength as teachers from this personal quality. That which they gave primarily and distinctively, was not information, but life. Intellectual life is begotten, not by scholarship, but by life. The supreme quality, therefore, in any teacher, is this life-giving quality, this power, not only of imparting information and giving instruction, but of conveying that vital impulse which clothes the dead fact with the color and quality of life. It is the absence or loss of this quality which condemns many teachers to a cheerless, arid, routine life, without inspiration for their pupils and without satisfaction to themselves. A teacher needs constant contact with large inspiring ideas to offset the pressure of details.

Special schools of pedagogy not required.—The Nation: Among the professional schools which Chicago hopes to establish, we find not only schools of law, medicine, fine arts, and engineering, but also a "school of pedagogys." There are precedents for the institution of such a school, but we are nevertheless of the opinion that it is unnecessary. In no scheme for training teachers is the intending pedagogue taught simply how to teach; he is taught things to teach as well. But the things he is to teach are best taught him in the regular university courses. Give such a student free access to the courses in philosophy, philology, literature, history, political science, mathematics, and natural science, and all that he can ask from the university in addition is instruction in the history and theory of teaching. For this purpose proper courses in pedagogies are sufficient; a special professional school is not required.

Slight confidence in pedagogy.—President Eliot, of Harvard University: The faculty (of Harvard) in common with most teachers in England and the United States, feel but slight interest or confidence in what is ordinarily called pedagogy; but they believe that skillful teachers should be able to give some account of their methods for the benefit of those who are beginning to teach; or, in other words, that experienced teachers can advantageously convey to beginners some of the results of their experience. The faculty believe, however, that this work, to be profitable, must be departmental; that the accomplished teacher of Latin must show how to teach Latin; the accomplished teacher of chemistry, how to teach chemistry, and so forth; or, at least, that there must be separate teaching of the several methods applicable in the principal groups of subjects—languages, history, science, and mathematics.

XII. TOWNSHIP SYSTEM.

Results in New Hampshire.—Since 1885 the average annual length of the schools of New Hampshire has increased nineteen days, or about one month. This increase is attributed by State Superintendent Patterson to the introduction of the town system.

There seems to be no question, says Mr. Patterson,¹ that this system, "adopted five years since, is greatly superior to that which it supplanted. In some instances it resulted at first in temporary personal inconveniences, but these are gradually being adjusted and a disposition to acquiesce in what seems for the public good is now prevalent. Of course it is too early to expect complete unanimity, but it is a source of great satisfaction that the superior merits of the system have been so generally recognized, and that the period of doubt and controversy has passed so that we may at last unite in developing all the possibilities for improvement which the system affords. That there would be differences of opinion and heated discussion during the transition from the old to the new system was anticipated and inevitable. Changes of custom or policy always encounter such opposition. Besides, there was something to be said on both sides, and your superintendent, fully aware of the personal labor and misunderstanding it would occasion, gave himself reluctantly to the advocacy and defense of the change only when convinced that it was his duty to do so in view of the advantages it would bring to the State. A perusal of the reports for three or four years previous to 1885 will show that the measure was not entered upon without much reflection and a thorough canvassing of the whole subject. Never for a moment have I doubted the wisdom of this law or of its ultimate success, for if we can gain time for prejudice and partisanship to subside the majority will usually support the right."

*Maine.*²—For more than twenty years the law has given to the towns of Maine the power to reform their school systems by the abolition of school districts.

¹ New Hampshire School Report, 1890-'91, pp. 266-268.

² In the Maine School Reports 1890, pp. 15-36, Supt. Luce makes an able and exhaustive argument in favor of the immediate compulsory abolishment of all school districts. In the appendix of the same report, pp. 103-108, Principal A. F. Richardson, of the Castine Normal school, has a paper on the same subject.

Yet with all the discussion that has been had in relation thereto, and with all the efforts put forth by those who have recognized the pressing need of such reform, up to 1890, only 127 out of 502 towns had adopted the town system, or organized without district divisions. In 1891 the number had increased to 142.

The experience of the towns which have adopted the town system, Supt. Luce says, "is in line with that of Massachusetts and New Hampshire. Freed from the [district] system and its attendant ills, their schools have begun at once to move up to a higher efficiency. Indeed, so marked and immediate is the change for the better, that in twenty years in this State but four towns having completed the process of abolition, have ever returned to the old way of school management."

Supt. Luce is very emphatic in his declaration that the town system is adopted to all localities and classes of schools. "While many persons," says he, "hold to the theory that the unit or town system of school management is a good thing for the schools in some towns but not in all, that for purely rural and sparsely settled towns the district system is preferable, yet such theory is not backed by actual experience. There is no class of towns in the State that have not their like among the 142 towns whose schools are now managed under the town system; and among these towns there is not one, how rural and sparsely settled soever it may be, whose schools are not on the whole better and in the way of more rapid improvement than those in similar towns still adhering to the district system."¹

*In New York.*²—For many years there has been a continued effort to present the advantages of the township system of schools to the attention of the people of the State. State Supt. Gilmour in 1877 recommended an immediate change from the district to the township system. Strong opposition developed to a change so radical, and the same superintendent in 1880 proposed as an alternative a gradual change, making the adoption of the township system optional with the towns. Increased attention has been manifested in the subject during late years, which is due in a great degree to the thorough discussion and unanimous action of the New York State Association of School Commissioners and Superintendents.

A bill was introduced into the legislature in 1890 and was referred to the committee on public education, where it was allowed to remain rather than incur defeat through a misunderstanding of its provisions.

State Supt. Draper gives his views as follows: "I have no hesitation in saying that it is my belief that if the township system of schools were once in operation it would greatly promote the efficiency, as it would more equitably distribute the cost of our rural schools. Whether the change would not overthrow existing relations and conditions, in other respects, to an extent which will render it impracticable of attainment is open to doubt. It is a subject of much importance, which is earnestly advocated by the best friends of the school system, and I bespeak for it the most thoughtful consideration of the legislature."

*South Dakota divided.*³—The schools of South Dakota were originally organized upon the district plan. "In 1883 the township plan was adopted, and nearly all the counties came under its provisions. There were some so strongly wedded to the old system that they were excepted from the provisions of the law requiring the township to be the unit of school affairs. Thus was inaugurated for the Territory a double-headed system which continues to-day in this State. In 1887 the law was materially modified and the tendency of this law was toward the district system, but yet retaining the township organization. The bill for this act was one containing many new ideas looking toward the harmonizing of all the educational work of the Territory and reducing it to a very thorough system, but, like all compromises, it was weak in some points, and the alterations made by the legislature before it finally passed rendered it less complete and harmonious than in its original form. This is the present law of the State, and while it has some excellent features it needs modification in important particulars. This law has been known as a township law and all its faults have been charged up to the township system of organization. Upon this, opponents of the township system have based their arguments for a return to the district plan. There are now eleven counties in the State operating under the old district law and forty organized under the law of 1887. At the session of the legislature last winter, a bill was introduced for an act to establish a pure township system throughout the State. The bill was violently opposed by members of the legislature from the counties under the district system and others dissatisfied with the present law, who believed its faults inherent in any township system. A prolonged and acrimonious contest was the result and in the end no legislation was obtained."

¹ Maine School Report, 1891, pp. 12, 13.

² 38 New York Report (1890-91), xxi-xxiv.

³ South Dakota School Report, 1890, 51, 52.

*Points in favor of the township system.*¹—The following, which may be said to sum up and epitomize the advantages of the township system of schools, was submitted at a meeting of the New York Association of School Commissioners and Superintendents (Batavia, January 14, 1891):

"1. The affairs of all school districts would be managed with business system, an advantage which now attaches to union free school districts, where a school board has charge of the district, holding regular meetings and having an oversight over school interests.

"2. Equalization of school taxes in towns. The inequality now prevalent would be removed, where one district pays \$10 to \$20 per capita for school privileges—no better than given in an adjoining district for \$5 per capita.

"3. A more efficient, intelligent, and progressive class of school officers. Parsimony and extravagance would alike be controlled. As a rule boards of education are composed of the leading men of the community.

"4. All the inhabitants of a town would receive equal educational advantages at equal rates.

"5. It would guarantee to all communities the school privileges now enjoyed by residents of union free school districts.

"6. Fewer and larger schools, better wages, better teachers. Weak districts would be annexed to others.

"7. More and better supervision by school commissioners and boards of directors.

"8. It would add dignity and usefulness to the office of school commissioner, giving him less anxiety over petty details, and enabling him to supervise schools more systematically and intelligently.

"9. Better facilities for grading the country schools, and establishing a uniform and satisfactory course of study, having in view the entire school population of a town. Advanced or high schools could be established at convenient points, which every pupil of the town of requisite educational advancement would have the right to attend. The small schools would become a part of a perfected, harmonious, and efficient system, instead of straggling and struggling nonentities.

"10. Cheaper and better schools, lower taxes, longer terms for less money. The Michigan report for 1888, p. 6, refers to a town organized under the township system, where the average length of term was nine months, at an expense of \$13.71 per capita, in comparison with a town retaining the district system where the average length of term was four and a half months, at an expense of \$14.80 per capita.

"11. Uniformity of text-books would certainly be secured in every town. This would be very likely to extend to all the towns composing a commissioner district or a county.

"12. A more systematic and satisfactory method of making reports would be possible, guaranteeing more reliable school statistics, thus closing the avenues now open in a hundred ways for imperfect and unreliable data.

"13. Greater dignity would attach to public education in the common schools of the State; public opinion would have greater respect for it, and public pride would be aroused.

"14. All troubles now encountered by trustees in making out or correcting tax lists would be abolished; the efforts of the collector to elude the taxpayer when fees are 1 per cent, and the hunt of the collector for the taxpayer when fees are 5 per cent, would entirely disappear.

"15. The question of district boundaries would no longer vex school commissioners or take their time. The matter would be entirely under the control of the school directors.

"16. Cheaper text-books would be possible. They could be purchased for all the schools of a town at greatly reduced rates. This would solve the vexed question of State publication of text-books by allowing each town to purchase its own books where they could be obtained to the best advantage.

"17. The present law in reference to compulsory education would be more generally and more easily enforced.

"18. It is the only system which will save the small country districts from extinction.

"19. More permanency in the teaching force of the State, a firm step toward making the teachers' profession permanent.

"20. As a result of the last point, a better and higher grade of teachers.

"21. Better facilities for instruction would be afforded in the way of apparatus, books of reference, etc., and more intelligent action would be taken in reference to the equipment, maintenance, and preservation of school district libraries.

"22. A general uplifting of educational sentiment throughout the State. With the township system, an enforceable compulsory education law, and provision for the professional training of teachers, our educational system would be placed twenty-five years in advance at one bound."

XIII. VACATIONS.

Are school vacations too long?—Prof. Charles F. Thwing, in the North American Review: The thirteen weeks which represent the normal summer vacation in college and school are long, altogether too long for student and teacher. The college student suffers from so long a vacation through the loss of interest in his college work. Of course he forgets his learning; this is to be expected, even desired in certain respects; but, also and more, he becomes diverted. His attention is for a whole quarter of the year directed to pursuits other than scholarly. His attention is also distracted, divided among a score of objects frivolous, serious, wise, foolish. The influences which touch him cease to be academic, and become social and commercial. He enters into a life quite unlike his college life—which may itself be an advantage—but of this life he does not become a vital part, which is a disadvantage. The ordering of his days becomes a disorder. His discipline is broken. He feels himself to be on a vacation, and vacation is usually intellectual vacuity. If he is obliged, through parental command or through poverty, to take up regular work a larger part of the time, he should be grateful, and he finally will be. But if he is permitted to do whatever fancy leads him to, as he too frequently is permitted, he usually does nothing though trying to do a bit of everything—reading, writing, fishing, boating, and sharing in other diversions. The vacation becomes dissipation—moral, intellectual. Forces that are needed in college are not recruited. Hardihood, endurance, concentration, pluck, grit, are not nursed through so long a period of inactivity. Laziness is the direct result of summer listlessness. Recreation does not become recreation. The student thinks himself to be in the garden of the lotos, and eating the lotos does not make a vigorous brain. The daily newspaper is the strongest regular intellectual fare; the hardest writing he does is acceptance of invitations, and the severest physical work playing tennis.

Much in all these endeavors is admirable. If such a life the reading student could have for a month, it were well, but to stretch out these methods over at least three months is not so well. The proportions are bad. Resting is one thing, and a very good thing, but resting prolonged becomes rusty. Rusting eats the tool not used. Students, like tools, lose as much by August rest as by February wear. Let every student have all the rest, recreation, diversion, amusement required for keeping his forces in the finest condition; but he does not need one-quarter of a year. A healthy student, and such as I constantly have in mind, can get as much vigor out of two months as out of three. Eight weeks in the woods will give all necessary power quite as well as thirteen. Eight weeks in the dissipating and charming enjoyments of society are better than thirteen for his college arms. A short vacation is better for a tired and healthy man than more—than a long one spent in laborious diversions.

We are trying to find a way in which college men can begin their professional career before the age of 27. "Shortening the college course" is a bad method for securing this aim. The college course is none too long. Each student spends more than one year of his four years in vacations. He can not afford to spend so long a time. The college period is the only period of his life when he finds so long a period of rest necessary. For the young editor or merchant, minister or lawyer, thus to rest would prove professional suicide, or rather still-birth. By transferring five weeks from the vacation to the working period of the college and by a little extra work we might cut the college course to three years without a serious shortening of the time spent in study, and also without any depreciation of the worthiness of the course itself.

The evils of the long vacation are more conspicuous in the common schools than in college students. These pupils are of the common people. More of them have parents whose purses are small than parents whose bank accounts are large. They spend their summers at home.

They indulge in no outings more expensive or more prolonged than a visit to "Aunt Jane's" for a fortnight. They dwell in cities large and small, in villages large and small, and in rural desolations. But wherever they dwell, under ordinary conditions, the long vacation is no more recreative to jaded energy than a short vacation, and it is far more fraught with physical and ethical perils. Lawlessness is the general condition of boys in vacation. Every wharf and mill-pond becomes more dreadful to every parent. Apples and melons need a closer watch. They are more inclined to "read" in the summer than our college men, and are possibly less inclined to find their happiness in harmless pleasures. They become juvenile Bohemians. They return to their books the middle of September, not with an appetite whetted by proper abstinence, but with a distaste created by a barbarian life. Every teacher knows that at least a month is required to restore classes to as good a working condition as was theirs at the close of school in June.

CHAPTER XXX.

REPORT TO THE BRITISH MEDICAL ASSOCIATION AND CHARITY ORGANIZATION SOCIETY OF LONDON ON THE PHYSICAL AND MENTAL CONDITION OF 50,000 CHILDREN SEEN IN 106 SCHOOLS OF LONDON.¹

By DR. FRANCIS WARNER, F. R. C. P., London.

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Prospectus showing constitution of the International Committee.

PREFACE.

By ARTHUR MACDONALD, *Specialist in the Bureau.*

There are a large number of children who may be called feeble-minded, and who often become destitute or degraded, and for whom it is difficult to provide. They are not imbeciles nor idiots, but are dull or backward in their studies; and the causes of these conditions are for the most part physical. Their future is very uncertain. They may fall under the care of good people or more frequently become the inmates of charitable institutions, which if they leave, as they often do, they are liable to become injured or abused, and, if they are girls or young women, to fall into disgrace and ruin. How to prevent these unfortunate cases and protect the feeble-minded from distress and danger has been much considered and acted upon by a number of societies and associations in England. Their general conclusion is that "feeble-minded children should be separated from ordinary scholars in public

¹ Forwarded to the United States Commissioner of Education by the International Committee on the mental and physical condition of children.

elementary schools, in order that they may receive special instruction and that the attention of school authorities be particularly directed towards this object."

The following report of Dr. Warner is the first scientific investigation and the most important contribution to the study of abnormal children in public schools, and is now published for the first time by this Bureau.

In order to know the condition of the children in a school, Dr. Warner had two independent reports made upon each child, one by the teachers, visitors, or inspectors, the other by himself, being a scientific report, based upon observation of each child, both when standing still and when making some simple movements.

Dr. Warner says: "The children are best observed in a large and well-lighted room, placed in groups of about thirty or forty, so that the observer can examine each child individually. The eyes of the child can be fixed by holding up some object for it to look at, as a silver piece on the end of a pencil. The physiognomy of the individual features, the facial action and expression, eye movements, balance of head and body, etc., are quickly noted. The children are then asked to hold their hands out straight in front of them with the palms towards the floor. The position of the hand, etc., and as a further indication of the nerve system, their action and balance are noted. Then the palate is examined. In these stages of the inquiry children having any deviations from the normal standard are asked to wait with the teacher. The first investigation is thus completed, and the teacher is requested to present any case that he thinks abnormal among those that have not been selected. All children selected either by the examiner or teacher are retained, and the rest are sent to their classrooms.

Each selected case is now reexamined, and a schedule, similar to that on page xxxi, is filled out. A tape-measure is frequently used to take the horizontal circumference of the head. Occasionally some detailed inquiries are made or a brief mental examination conducted, but as a rule no questions are asked of the children. The teachers enter their reports of the mental status afterwards. They generally acknowledge that the dull children in the school have been picked out by observation.

While all abnormal conditions are observed and recorded, no isolated fact, as some particular anomaly, can in any case be regarded as a sufficient evidence of abnormality. Thus a defective palate might be found in a bright pupil, but such a child would not be marked abnormal."

In the study of the mental condition of children the signs in physiognomy and craniology are not sufficient when unsupported by direct visible action of the nervous system. The neurophysiological side of expression is no less important than the anatomical. And in this report this fact is clearly shown. It will therefore be profitable to briefly consider some of the facts and principles brought out.

From clinical and pathological studies of the nervous system much knowledge has been acquired as to the symptoms that result from lesions of certain portions of the brain. This makes it important, as well as interesting, to observe the conditions of the muscles, since their movements correspond to the states of certain nerve centers. Such nerve-muscular conditions can be regarded as expressions of the states of these nerve centers, and may be called nerve signs.¹

Now, all expression of feeling is effected by muscular action, whether it be by words, by facial movement or gesture, or by movements caused by voluntary muscles. Expression may also be produced by dilatation of the pupil, erection of the hair, or disturbed action of the heart, these being due to the inorganic muscular fibers. For these reasons the nerve signs of abnormal children should be closely examined, in order to find definite terms by which to describe them. We judge of the state of the nervous system by muscular conditions, such as stooping attitude and spiritless gait in fatigue. The position of the head is upright in defiance, drooping in shame; it is commonly held to one side in nervous women and girls convalescent from chorea. It is well known that in the convulsive state the hands are often closed with the thumbs turned in.

In the study of abnormal children special attention has been given to the ocular and facial muscles, and those of the upper extremity. In health the greater number of ordinary movements of the eyes are probably in the horizontal plane of the axes of the orbits. There are many facts which indicate that the horizontal movements are the commonest, the least voluntary, and, therefore, the least intellectual. Thus an individual in looking at an object moves the eyes by the action of the recti muscles so as to direct them toward it; this movement is more intellectual than when the head is turned so as to direct the eyes. A bright, healthy, and well-developed infant turns its eyes well in the orbits in looking about, which is not the case with a dull, wasted child.

An attempt to determine something as to the intellectuality of the different facial muscles was made by Dr. Warner, in conjunction with Dr. Beach of Dareth Asylum. The investigation was commenced upon the negative side, by observing the facial con-

¹It is to this view of the question, as demonstrated by the original researches of the author of the report, that its value is principally due.—See his work "Mental Faculty."

ditions in 15 idiots. A summary of the results, showing those muscles most often seen in meaningless action is: *Occipito-frontalis*, 11 times; *zygomas*, 8 times; *corrugator supercilii*, 7 times; *depressor anguli oris*, 5 times; *orbicularis oculi*, 3 times; grief muscle, 2 times. As far as these few cases go, the frequency with which these muscles, respectively, come into spontaneous action in a meaningless manner is shown. This may be some indication of the degree of their intellectual representation. Thus the grief muscle and the *orbicularis oculi* acted much less meaninglessly than the *occipito-frontalis* and *zygomastic*, and probably these former are much more expressive of intellectuality than these latter.

If, now, we note the muscles most frequently put in action in the faces of intellectual people in expressing their mental states, we will see intellectuality most commonly expressed in the frontal and middle zones. In hospital patients, also, by observing the condition of the frontal region and depression of the angles of the mouth, the facial appearance may often be accepted as a physical sign of the mental state of intellectual suffering and physical or organic suffering.

It is possible to see how education, thoughts, and habits of thought and feeling affect the higher nerve centers, which cause the facial expression to alter.

Some of the most expressive muscles are those which produce the finer movements of the fingers, which appear more to represent the brain conditions than the coarser movements. Some reasons for this are: (1) In hemiplegia from brain disease the finger movements are most damaged and the last to recover; (2) finger movements are much more injured by brain disease than by spinal disease.

It is the relative tone, mainly of the flexor and extensor muscles, that is the proximate cause of the passive positions or postures of the extremities, as the head, hand, spine, face, etc. As the action of these muscles indicates the state of corresponding nerve centers, so it is with these passive positions or postures of the individual, normal or abnormal; for all "expression of nerve states and mental action is by movement and results of movement."

Defective expression, which refers to general facial expression apart from special muscular balances, has the highest pathological correlation of any nerve-sign. In the imbecile infant the nerve centers are wanting in spontaneity, and later in capacity for coördination. Coördinated visible movements generally indicate coördinated mental activity, while disconnected movement signifies mental confusion.

As overaction of the frontal muscles may not only accompany cranial defects but be due to want of mental stimuli, it can be improved by education.

In rickets there is a tendency to an unsymmetrical skeleton, "unequal bilateral growth of the shafts of the bones, producing curvature, and in the skull producing bosses and deformities." Thus, according to Dr. Warner, about one-third of the rachitic children he examined (Table 1, sub-Table D) presented abnormal nerve signs and mental dullness. Almost one-third of the children reported by the teachers as dull at school lessons showed abnormal nerve signs and defective development (Table 11).

What has thus far been stated will serve as an illustration of some facts and principles brought out in this important report, for a further explanation of which the reader is referred to Dr. Warner's introduction.

It may be said in conclusion that in a clinico-pathological investigation of the development in relation to brain and nutrition, statistics showing the relative frequency and distribution of certain physical conditions among school children are necessary for finding out the causes of such abnormalities. This, as in all other investigations, is the first rational step toward prevention.

INTRODUCTION.

The state becomes heavily burdened by the defectively made portion of the population, which comes into greater prominence under extensive emigration, which leaves with us the weak tending to pauperism, starvation, vagrancy, and crime, as well as a large body of "unemployed" and others capable of earning only small and varying wages; the field for recruiting the services is also limited. Were the children in this lower stratum improved, it would pave the way for social improvement, higher education, better and more valued wage-earning, and less social failure. It must be remembered that these feebly gifted children are confined to no social class, and appear more numerous in the upper grades. The nation collectively is but the aggregate of its components. These observations show the harm that probably arises from exempting feebly gifted and defective children from all education because they are unfitted to compete, even in school, with the average and the normal.

It is then as important concerning a certain locality or sanitary area to know the average condition of the children as the rate of mortality. Maldevelopment has been shown, as far as the facts go, to be a potent factor in predisposing to both mental dullness and low nutrition, two evils worth combating; it is not solely for the pur-

pose of attaining a condition of the people with a smaller percentage of badly made heads, palates, ears, noses, or other bodily defects, that a strong effort is called for, but that in removing the causes of such defects we may lessen the average of mental feebleness and low nutrition coattendant.

The ends which it is desired to attain through State medicine are to improve the average development, nutrition, and potentiality for mental faculty, and thus to lessen crime, pauperism, and social failure, by removing causes leading to degeneration among the population.

THE PRINCIPLES EMPLOYED AND THE BASIS OF THE METHODS OF INQUIRY.

As all expression of nerve states and of mental action is by movement and results of movement, it is by logical analysis of the nerve signs corresponding to such visible expression that we may hope to demonstrate the kinds of nerve action which correspond to mental states. While studying visible movement, it becomes obvious that certain typical postures often correspond with definite and definable physiological and pathological conditions, and might, therefore, be used in recording such states. This leads to the enumeration of many new clinical signs.

In a healthy, newborn infant we find movement in all its parts while it is awake—that is, while its brain is in full functional activity. These movements may be seen in the limbs, especially in the digits, which may move separately; they are slower than most of the movements in adults, they are almost constant, and are but little under control of impressions through the senses. Such spontaneous movement is described under the term "microkinesis." When the infant is about 3 months old we may observe some control of its movements through the senses; the microkinesis remains as the marked character, but the combinations of nerve centers acting are to some extent coördinated by sight and sound. At the age of 4 or 5 months further evidence of control of the centers through the senses is seen; the sight of an object may temporarily inhibit the movements, and this may be followed by turning the head, eyes, and hands toward the object seen—that is, the coördinated movement occurs sequent to a period of inhibition of spontaneous action following stimulation. We infer from such observations that at birth the nerve centers act slowly and independently of one another, and the time and order of this action is not determined through the senses; at the age of 5 months their action may be temporarily suspended by external stimuli, and during the time when no efferent currents are passing from them to produce visible movements they undergo a change, subsequently indicated by new and special coördinated movements. This appears to be a new and great advance in the infant's cerebral evolution. When a year old, action well adapted by impressions received becomes very marked, and the child makes certain characteristic sounds on sight of certain objects; its spontaneous brain action becomes gradually and more and more capable of coördination.

It appears that whereas at birth the most marked character of the nerve centers is the spontaneous action of individual loci of nerve tissue, in advancing evolution this spontaneity is not lost, but remains as the foundation of so-called voluntary and intellectual action becoming more controllable by circumstances. Aptitude for mental action appears to depend upon the capacity of nerve cells to control through the senses such impressions temporarily inhibiting their spontaneity and to arrange them functionally for coördinated action. The imbecile infant does not show this microkinesis in the normal degree; its nerve centers are wanting in spontaneity, and later in capacity for coördination. It may be shown that well-coördinated visible movements usually accompany well-controlled mental action, while a spreading area of movement not controlled often accompanies mental confusion.

This spontaneous movement, slightly under control, is the character of healthy brain action of children in the infant school, so that postures are less available as signs among these very young children, and spontaneous movement of their fingers is normal. The parts of the infant are then full of spontaneous movement; an exception is in the eye movements, which are not frequent in many cases. One of the endeavors of infant training should be to encourage eye movements, then to control them. The postures or attitudes of the body imply balances or ratios of action in the nerve centers corresponding. The clenched fist or convulsive hand is common in fits and in tetany. These postures indicate relations in quantity of action among nerve centers. If we take the 2,285 (Table 2, columns 20 and 21) cases presenting deviations from the normal balance of the hand when held out, we find that 1,029 (Table 13, column 3) of them presented visible defects in development also; that is to say, in nearly half of these cases, with unusual or defective ratios of nerve action, the proportioning of parts of the body was visibly abnormal. This suggests the hypothesis that the forces, or antecedent conditions, which caused ill-proportioning of the body may also have caused a tendency to ill-balancing of nerve centers. The converse of the proposition may be true—we have not as yet sufficient evidence, but the suggestion may guide inquiry—it may be found that as overaction of the frontal

muscles (Table 13, 1,616 cases) is very common with defects of the cranium (Table 4 or 12, 2,576 cases), and overaction of the frontals is largely the outcome of want of mental stimuli, further culture of the mental faculties will improve the average cranial development and lessen overaction of the frontals at the same time. If we take the 5,487 cases (Table 2, column 4) with abnormal nerve signs, we find among them 3,071 (Table 10), or 55 per cent, who also present defects in development. Conversely, among the 5,851 cases of defects in development (Table 2, column 3), we find 3,071 cases with abnormal nerve signs (Table 10)—that is, 52.4 per cent. If we take cases with two defects in development, such as are given in Part III, we see that they are correlated with nerve signs in percentages varying from 44.5 up to 71.8.

The general statement that malproportioning in visible parts of the body and abnormal nerve signs are often coincident may be further illustrated, and such inquiry may lend some support to the hypothesis that both kinds of defects may be due to the action of physical forces controlling quantities or ratios of vital action. In rickets there is a marked tendency to malproportioning in the skeleton; this is seen in epiphyseal overgrowth, in unequal bilateral growth of the shafts of bones producing curvature, and in the skull producing bosses and deformities. This tendency to maldevelopment may affect the features and soft parts; among 196 rachitic children (Table 27), 15 were small in growth, and 40 presented defects of ear, epicanthis, features, palpebral fissures, mouth, etc. This also is a condition that falls much more commonly upon the boy than the girl; about one-third of these malproportionate rachitic children presented abnormal nerve signs and mental dullness. In observing conditions of development and physiognomy as indications of probable conditions of mental status—as in older physiognomical studies—the assumption is made that visible conditions of defect in form more or less necessarily coincide with defective brains. Such correspondence does, doubtless, often occur, but the generalization is too empirical to be applied with safety to the individual child. Here the observation of a number of abnormal nerve signs helps to supply the missing link, and observations quoted show that among children with defects in development and abnormal nerve signs, one-third are reported by the teachers as dull at school lessons.

The term "defect in development" is frequently used and signifies deviation from the average or normal. It is not intended to assert that these signs are degenerations—the evidence derived from antique works of art shows that many are of ancient date—it appears that in some classes they may be irregularities which further evolution, if wisely guided, may remove with their attendant evils. Among the 2,961 Jew children (Table 26) an ancient race, uniformity of development is very marked, with 7.5 per cent of deviations from the normal, and all points in nutrition, nerve action, and mental status appear more regular among them than with our English children. When it is pointed out that of English children 10.8 per cent, and of the Jew children 7.5 per cent (Table 26) present deviations from the average development, it is obvious the proposition may be put thus: The English children to a percentage of 89.2 and the Jew children to a percentage of 92.5, have evolved an average type.

It is very common to see disordered conditions of the nerve system in children with defective construction of body—this was the case in 3,071 children (Table 10)—we may also see these nerve disturbances in children of normal construction of body—this is noted in 2,416 children; here such signs appear to result from the disorder produced by special circumstances rather than from defects in original construction. In illustration, children fatigued and in the condition of chorea may be described. Among the signs of fatigue are the slight amount of force expended in movement, often with asymmetry of balance in the body; the fatigued centers may be unequally exhausted, spontaneous finger twitches like those of younger children may be seen, and slight movements may be excited by noises. The head is often held on one side; the arms when extended are not held horizontal, usually the left is lower, the hand balances in the weak type of posture, often again more markedly on the left side. Facial expression is lessened, and the orbicular muscles of the eyelids are relaxed, leading to fulness under the eyes, while the eyes themselves fix badly.

Nutrition is a somewhat vague term; as applied to children in this inquiry it implies that the child as seen was thin, pale, or delicate looking. It is not sufficient evidence as to good nutrition to look at the face only; this part may be well nourished, and yet the limbs may be thin; I usually felt the child's arms or legs. The most important fact noted with regard to these cases, which amounted to 2,003 (Table 2, column 5), is that 1,459, or 73 per cent (Table 10), were cases presenting visible signs of deviation from the normal in development of the head, the features, and other parts. It seems then that there is a large group of children, amounting to nearly 3 per cent of the children seen who are so far defective in make as to be usually of low nutrition when seen in school. This fact is more marked in the 36,000 children in day schools; among them 23 per cent of the boys and 38 per cent of the girls who

presented defects in development were noted as of low nutrition (Table 30). It appears that these children are of lower general constitutional power, and tend to an ill-nourished condition under the stress of life, and the many causes of mental excitement, which, while they render them sharper mentally, militate against nutrition of the body and its tissues. That the amount of mental stimulus received by children does lower their general nutrition, seems to be further indicated as follows: If we divide the 36,000 day scholars into two groups, 10,200 seen in day schools of upper social class, presumably well fed children, we find 5.2 per cent, of low nutrition; and among the 25,800 children in poorer day schools, 3.9 per cent; the only explanation to be offered is that the upper class children have more stress upon them than those of poorer social position. This subject will be pursued later on.

Methods of observation and research.—The methods of examining the physical condition of children seen in schools must necessarily be more limited than those used in the consulting room. Arrangements already exist in the reports of her majesty's inspectors for determining the intellectual acquirements of school children; their family history and evidence as to their home life could not be obtained, and school managers naturally object to questions being asked of the children concerning their health, which if put would not be likely to elicit any trustworthy information. It is also impracticable to handle the children for the purposes of physical examination. The observer must then depend mainly upon inspection, and having determined beforehand what points to look for, he must record accurately what he sees. The importance of deciding on a number of physical signs for observation and record was appreciated before the work was commenced on a large scale. For the purpose of observing those finer balances and reactions of the nerve system which indicate neuro-mental potentialities, it is better to deal with the children in a uniform manner, and not to handle them.

The terms used in giving descriptions of children should each connote a fact seen and capable of verification and comparison, the essence of scientific description.

THE SIGNS OBSERVED IN DESCRIBING CHILDREN.

Cranial abnormalities (Table 4) appear to be the most important defects in development; they are the most numerous and have the highest pathological co-relation of any sign with "abnormal nerve signs," low nutrition, and mental dullness: Boys, 1,528; girls, 1,048; total, 2,576 (Table 12).

The size and probable volume of the brain is a point of first-class importance, and the size of the cranium is in children a fair indication of the size of the brain. The following standard of the normal in a well-developed child of good potentiality may be given: Head circumference at 9 months, 17.5 inches; at 12 months, 19 inches; at 7 years, 20 to 21 inches. This I believe to be a high-class standard of the normal, too high if deviations therefrom are to be considered as pathological; after 3 years of age 19 inches cranial circumference is too small. The figures given indicate the number of cases in which the condition stated was noted among the 50,000 children seen in this inquiry—boys, 26,884; girls, 23,143. Defects of the cranium may be divided into subclasses (Table 4):

Small heads: Boys, 327; girls, 738; total, 1,065. It is seen that in this group, contrary to the usual rule, the defect is more common among girls. If there be no other defect, mental faculty may be average, but the child usually remains thin and delicate; such cases in after life may undertake good work and do it, but are more liable than others to exhaustion, migraine, and breakdown of the nerve system. At school these children are often delicate and irregular in attendance from ailments.

Large heads: Boys, 257; girls, 46; total, 303. It seems probable that a large proportion of these cases resulted from rickets at an earlier period, for of the 168 cases of rickets with defect of cranium, 55.3 per cent were large heads.

Cranial bosses: Boys, 495; girls, 127; total, 622. Cranial bosses are most usual at the site of the ossific centers of the two halves of the frontal bone; they may occur at the sides of the head over the parietal centers and elsewhere, as well as at the site of the anterior fontanelle.

Asymmetrical heads: Boys, 84; girls, 16. These do not appear to have marked co-relations with defects.

The palate is ill shaped in 1,331 children, standing next to the cranium, both in frequency and in a high co-relation to defectiveness. The palate was examined in all the children. The frequency of the various types has been given, but their relative co-relation was not determined; there were 22 cases of cleft palate in the 50,000 children.

The ears were malproportioned in: Boys, 1,047; girls, 268. (Table 2.) Among pathological curiosities, supernumerary ears, remnants of branchial clefts, congenital absence of ear, etc., are described; the adherent lobe did not appear as a marked defect.

The epicanthis was noted in 898 children. (Tables 2 and 12.) It appeared to have a lower co-relation with defectiveness than other signs; when associated with defects of the cranium, however (90 cases), the defectiveness of the group of cases was very marked. Defective growth in the bridge of the nose (455 cases) did not appear to be associated with rickets; the condition appears to be outgrown in many children, and its pathological co-relation is not high. Among conditions of the facial tissues, notes were taken of cases of: Features large and coarse, 251; palpebral fissures small, 181; mouth small, 44; bridge of nose in its soft tissue redundant, 61. It is important to note each feature separately, as the defects seem to have different correlative values. The epicanthis was found to a considerable extent local or endemic in certain districts. These defects are often associated. A hairy forehead, large frontal veins, and a small face under a well-made calvarium was found in some cases. Prognathous type was noted in 11 boys; ichthyosis in 17 cases; congenital cyanosis in 3 boys; there were various other minor defects. (Table 6.)

Passing on to the description of "abnormal nerve signs," (Table 13) we proceeded to enumerate them, the number found among the 50,000 children, and to give their pathological co-relations.

Expression defective: Boys, 694; girls, 474. This sign has the highest pathological co-relation of any nerve sign. The term is here used to connote the general expression of the face as above and apart from the special muscular balances and action described further on; a good expression may be present with abnormal coarse muscular action.

Frontal muscles overacting: Boys, 1,322; girls, 1,616. Horizontal creases are thus formed; these muscles may often be seen working in athetoid fashion under the skin. The sign may appear in children at any age, and is usually most marked when they are least occupied.

Corrugation: Boys, 199; girls, 40. This knitting of the eyebrows may be a "coarse" or a "fine" movement; like last sign, it may be athetoid in character, and the two signs often coexist.

Orbicularis oculi relaxed: Boys, 522; girls, 343. The skin of the lower eyelid is relaxed, puffy, and bags forward. The sign often accompanies fatigue and recurrent headaches.

Eye movements defective: Boys, 798; girls, 485. The eyes may wander and fix badly, or they may be too immobile, so that the child follows a moving object by turning the head, not by moving the eyes. Nearly half of these children were dull at lessons.

The normal posture of the hands when held out to the word of command is straight, all parts and the fingers being in the same plane, and the hands on a level with the shoulders, the arms being parallel.

Two modes of hand balance: The weak type—boys, 715; girls, 504—where the wrist and digits fall into moderate flexion; the "nervous" type—boys, 550; girls, 516—presents flexion of the wrist with over-extension of the digits. The former type is common in weak children, the latter in those who are irritable, nervous, overmobile. The percentage co-relations are: For the "weak hand" defects in development, 47; low nutrition, 18; mental dullness, 38; for the "nervous hand" defects in development, 43; low nutrition, 25; mental dullness, 33.

Finger twitches: boys, 445; girls, 261. This condition, though more common in boys, passes on to chorea more frequently in girls.

Lordosis: Boys, 184; girls, 279. The lumbar spine is markedly arched forward when the hands are held out in these cases.

Head balance, asymmetrical: Boys, 219; girls, 319. The percentage correlation of this sign is high; defect in development, 61; low nutrition, 29; dull, 45.

Among the less frequent abnormal nerve signs are: General defective balance, defective response in action, speech defective, mouth open, grinning, nystagmus, ptosis, tremor; these minor groups include 668 children. See table.

RESULTS OF INSPECTION OF 50,000 CHILDREN SEEN AT 106 SCHOOLS; THE CLASSES AND GROUPS OF CHILDREN DESCRIBED.

The study of the principles and methods of procedure to be employed and practice in making observations and in describing them was so far advanced in 1888 that a committee was formed by the psychological section of the British Medical Association, and, in conjunction with Dr. Haek Tuke, Dr. Fletcher Beach, and Dr. Shuttleworth, the author made observations on 5,000 children in 14 schools and published a report,¹ with the aid of a grant from the funds of the British Medical Association. This first inquiry and the subsequent arrangement of cases in groups afforded valuable experience, and gave many useful hints as to how the work should be further

¹ See British Medical Journal, 1889, II, p. 187.

extended; and also as to the best methods of keeping the records and the kind of results to be looked for.

Following the publication of this first report a special committee was appointed by the Charity Organization Society, including representatives of the older committee, and as a result the present report has been prepared on 50,027 children seen by the author—boys, 26,884; girls, 23,143.

Group I (Table 1, Subtable A), normal or average children: Boys, 21,305; girls, 19,536. Percentages on numbers seen: Boys, 79.3; girls, 84.5. Such children are the average as presenting no visible defects or abnormal nerve signs and not being dull at lessons.

Group II (Table 1, Subtable A), children presenting some deviations from the normal, of whom notes were accordingly taken: Boys, 5,579; girls, 3,607; total, 9,186. Percentage on numbers seen: Boys, 20.7; girls, 15.5; total, 18.3. Schedules were filled in for each of these cases. Their varying conditions have been analyzed, and they will now be presented in groups or classes.

Group III (Table 2), children presenting no defects in development or abnormal nerve signs, but reported as dull by the teachers: Boys, 185; girls, 134; total, 319. Such cases present good physical development, and a sound condition of brain as indicated by motor action. It appears that the brains of these children, though capable and healthy, had but little power for school work. It is important to differentiate such pupils from those with defective conditions.

Group IV (Table 1, Subtable B), children feeble-minded or exceptional in mental status: Boys, 124; girls, 110. Of these cases, 2 were idiots; 46 imbeciles, or definitely mentally wanting; 12 were mentally exceptional, wanting in moral faculty, or liable to mental attacks; 174 are entered as "feeble-minded" or defective in mental capacity, short of actual imbecility. Probably many of them would, on further examination, be found imbecile; some may be capable of great improvement.

Group V (Table 1, subtable C), epileptics and children with history of fits during school life: Boys, 36; girls, 18; total, 54. These cases were inquired for in every school, and in some instances children not attending school were sent for by the teachers. Any case with a history or indications of fits during school life was recorded for what it may be worth. A list of these cases is given in Table 20. It would appear that most epileptic children are absent from school. Of the cases given, 5 boys and 5 girls were mentally defective.

Group VI (Table 1, Subtable D, Table 21), children crippled, paralyzed, maimed, or deformed (not eye cases): Boys, 155; girls, 84; total, 239. These children varied greatly in brain power—some were mentally bright, others dull; they also varied in conditions of health. The conditions of disease causing crippling were in various stages, and many of these children were capable of work and play. Five boys and 5 girls were mentally defective.

| | Boys. | Girls. | Total. |
|-------------------------|-------|--------|--------|
| Cripples from— | | | |
| Congenital defect | 7 | 9 | 16 |
| Disease or injury | 88 | 53 | 141 |
| Paralysis | 60 | 22 | 82 |

Group VII (Table 1, Subtable E), children deaf, or partially deaf: Boys, 34; girls, 33. These numbers do not include 51 children seen in a special school, of whom an account was given (see B. M. J., 1889). Tests for hearing were not commonly used, but a child found deaf was noted; there were some deaf and dumb in the day schools.

Group VIII (Table 8), eye cases: Boys, 836; girls, 637. Tests for vision and errors of refraction were not used, and ophthalmia was passed over; but when the eyes were looked at obvious defects were noted. Ophthalmia was seen in some day schools. There were of squint cases, 807, some requiring operation; many temporary, but only 276 children in all, used convex glasses; 48 used concave glasses. The group shows what a large amount of ophthalmic work is needed among children.

Group IX (Table 2), children pale, thin, delicate, nutrition low: Boys, 1,030; girls, 973. The most obvious fact concerning these children was that 733 of the boys and 726 of the girls presented some defects in development. No inquiries were made as to the feeding of these children, but it may be assumed that among the upper grade schools and in the resident schools food was sufficient; still, the development cases were of low nutrition there also. Among the 50,000 cases the percentage of low nutrition was for boys 3.8, for girls 4.2; and among the development cases it was for boys, 20.2; for girls, 32.0.

Group X (Table 13), children presenting defects in development: Boys, 3,616; girls, 2,235. Conditions of maldevelopment form the largest class of visible defects observed,

and as signs easily recognized and capable of description and classification, they stand prominently forward as pathological conditions characterizing portions of the child population. Analysis and comparison of cases shows the developmental signs to be of different value and importance. To demonstrate this the co-relation of each sign has been determined. From the point of view of estimating potential mental capacity, these signs are of value only in as far as experience gained in observation shows their average co-relation with cerebral or mental defects. The defectiveness in the make of a child is more strongly indicated when two maldevelopments are present. This was noted in 1,240 boys and 683 girls. Their co-relation was higher than for a single defect—with nerve signs, 45; low nutrition, 31; dullness, 60 per cent.

Group XI (Table 13), cases presenting nerve signs: Boys, 3,413; girls, 2,074. Abnormal nerve signs are largely co-related with defects in development—that is to say, some malproportion in the parts of the body is largely associated with a tendency to ill balance among the nerve centers. The significance of these signs varies in two directions; some indicate an over mobile nerve system, the centers tending to separate and spontaneous action, not well under control through the senses, of which finger twitching is the type, and a second set which indicate low-class brain development. These are mostly repetitive, uniform movements, athetoid in type, and represented by chronic overaction of the frontal muscles and repeated grinning.

Group XII (Table 27), cases of rickets: Boys, 157; girls, 39; total, 196.

| Cases of rickets. | Boys. | Girls. | Total. |
|----------------------------|-------|--------|--------|
| With nerve signs | 54 | 15 | 69 |
| With low nutrition | 32 | 13 | 45 |
| With mental dullness | 64 | 10 | 74 |

Probably more children were or had been rachitic than those registered. When the conditions seen in the bones left no doubt the case was registered accordingly, but the body could not be examined in detail under the conditions of this inquiry. It seems that a great character about the conditions termed rickets is the malproportions of growth in the skeleton, especially about the cranium. It is shown that the palate is frequently ill-formed, and also that defects in development other than cranium and palate were found in boys, 58; girls, 11; total, 69 cases. The pathological question might be raised, whether a large proportion of the cases registered as "cranial bones"—a subgroup of the cranial abnormalities amounting to boys, 495; girls, 127; total, 622—were not really cases of rickets. These rachitic children are badly proportioned.

| Among cases of rickets. | Boys. | Girls. | Total. |
|------------------------------------|-------|--------|--------|
| Cranial abnormalities | 143 | 26 | 169 |
| Palate defective | 23 | 8 | 31 |
| Cranium and palate defective | 21 | 6 | 27 |
| Small in growth | 10 | 5 | 15 |

Group XIII (Table 11), a group of cases with defects in development, abnormal nerve signs, and low nutrition: Boys, 412; girls, 381; total, 793.

Also with mental dullness: Boys, 192; girls, 157; total, 349.

This group appears in fact to present a special class of development cases in which the inheritance has produced not only visible malformations or proportioning in the body, but also a constitutional tendency to low nutrition, and a state of nerve centers ill balanced or badly acting. Such children may be said to be delicate, and 44 per cent of them were reported by teachers as dull. These children, when dull, are included in the group who appear to need special care or training.

Group XIV (Table 2, column 6), children reported by the teachers as dull in school: In every case recorded the teacher's opinion concerning the child's mental capacity was asked for and taken down as evidence. The number of dull children is: Boys, 2,216; girls, 1,463; total, 3,679; their co-relations are given in full in Tables 10, 11. Of these dull children, defects in development or abnormal nerve signs were found in 3,266 cases.

Group XV (Table 31), children that appear to require special care and training: It is not intended to imply that these children can not be provided for in day schools, but they need to be provided for, and it might be well that they should be marked on the school register, and their attendance and progress noted by the managers. The group includes "children feeble-minded or mentally exceptional. Group IV;

epileptic, cripples, and the development cases with low nutrition and nerve signs, who were reported as dull mentally." The group as thus arranged, allowing for overlapping cases, contains 817 children (boys, 473; girls, 344), or 1.6 per cent of the 50,000. Of the number given, 165 are included on physical grounds, not being mentally dull.

Group XVI (Table 15), children presenting abnormal nerve signs without defects in development: Boys, 1,438; girls, 978; total, 2,416. In these cases there are no indications of defect in development to account for the nerve signs, and they appear to be due to other causes; they are slightly more frequent among the resident children and among the upper class children than in the average day schools, so that low feeding does not appear as a potent cause. It is probable that in this group we have the children of normal make who are ill trained, neglected, and overpressed by the stress of life. These seem to be the children most improvable by altered conditions and appropriate training; many are of ill balance and nervous; 39 per cent of these were dull.

Group XVII (TABLE 11), children presenting development defects with abnormal nerve signs: Boys, 1,975; girls, 1,096; total, 3,071.

| | Boys. | Girls. | Total. |
|---------------------------|-------|--------|--------|
| With low nutrition | 733 | 726 | 1,459 |
| With mental dullness..... | 835 | 475 | 1,310 |

These children appear as cases with malproportioning of the body and ill-balanced nerve centers. The percentage of dullness among them is higher than among either the "development cases" or the "nerve cases."

Group XVIII (Table 15), children presenting development defects without abnormal nerve signs: Boys, 1,641; girls, 1,133; total, 2,780. These development cases, with a well-regulated nerve system, present less dullness than the last group, showing the importance of observing nerve signs. Of development cases with nerve signs, 43 per cent dull; of development cases without nerve signs, 35 per cent dull.

Comparing groups of schools the percentages go against the residents as compared with day schools, except as to nutrition. Again, comparing schools of upper and lower grade, the conditions found are in favor of the lower class. Lastly, among the English children development defects are found in 10.8 per cent, among Jews in 7.5 per cent, among the Irish in 20 per cent.

CO-RELATION, OR THE RELATIONS OF PHYSICAL AND NERVE SIGNS TO LOW NUTRITION AND MENTAL DULLNESS.

In Tables 10 and 11 the number of cases presenting each sign has been shown, and in the more important instances where the number of cases in which the sign was observed was large enough, or where the intrinsic value or interest of the sign seemed to call for it, the co-relation has been added, showing the number of cases presenting the sign who were also registered as presenting "low nutrition," abnormal nerve signs, maldevelopments, or mental dullness, respectively. These co-relations have been put into the form of percentages in Table 12.

It is not wished to represent the percentages as having an absolute value of correlation to the sign which may be applied to an individual child. The co-relation for some signs is probably of small value on account of the small number of cases observed, but it is given as illustrating that each physical or nerve sign has a co-relation average with mental dullness, nutrition, etc. When the co-relation is on a small number of cases the need of further observations in this direction is indicated. The percentage form is useful as indicating that some generalizations, drawn from large groups of cases apply equally to the individual signs characterizing the group. Thus defects in development have a higher co-relation with abnormal nerve signs in boys than in girls, but as to nutrition and mental dullness the girls suffer most.

As a contribution towards the etiology of defective development, we had arranged the 3,704 development cases seen among 34,991 children in the public elementary and day schools according to their distribution in twenty districts, as shown in Table 22. The percentage of these development cases taken upon the number of children seen in each district respectively is given. It is shown that the distribution is very unequal, being high in the western district of Kensington and Chelsea (wealthy district) at 12.6 per cent, and lower in the poorer schools of Islington at 7.4 per cent. This table also gives the percentage distribution of the principal defects registered taken in two ways: (1) Upon the number of children seen; (2) upon the number of development cases. If such observations are confirmed by further experi-

ence, this method of arranging the facts may afford evidence upon the causes in the district tending to produce defects in development and possibly for determining the particular kind of defect most prevalent. Observations of the 1,363 development cases in Poor-law schools, which are drawn from certain areas, are similarly given in Table 24. Table 25 has been prepared for comparison, showing conditions of the children in day schools for areas corresponding to the unions. In certain districts the ratio of boys and girls presenting the same conditions is not the average.

As a preliminary to trying to determine the means that may be used to try and lessen the physical causes of mental dullness, we have given a table of the conditions and group of conditions accompanying it, Table 29, and have determined, as far as the present work goes, the co-relative value of each sign in development and nerve action observed, as well as the distribution of these signs in certain areas or districts, and in certain classes of schools and in the nationalities (Tables 26-30). The percentage of mental dullness rises from 38 for development cases without nerve signs to 43 when both are present (Table 15), reaching 44 when the maldevelopment is accompanied by low nutrition and abnormal nerve signs.

Development cases considered in relation to sex and residence.—If we take 100 boys and 100 girls with defects in development from among the 50,000 children seen, we shall find many of them with abnormal nerve signs, low nutrition, and mental dullness. Following the experience gained, the following estimate may be given showing the probable results of placing them first in a day school and then in a resident school.

In the day school.

| Boys' side. | Num- ber. | Girls' side. | Num- ber. |
|---------------------------------------|--------------|--|--------------|
| Boys with defects in development..... | 100 | Girls with defects in development..... | 100 |
| Nerve cases | 50 | Nerve cases | 47 |
| Nutrition low | 23 | Nutrition low | 38 |
| Reported dull | 38 | Reported dull | 40 |
| Total | 111 | Total | 125 |

In the resident school.

| Boys' side. | Num- ber. | Girls' side. | Num- ber. |
|---------------------------------------|--------------|--|--------------|
| Boys with defects in development..... | 100 | Girls with defects in development..... | 100 |
| Nerve cases | 62 | Nerve cases | 52 |
| Nutrition low | 16 | Nutrition low | 20 |
| Reported dull | 40 | Reported dull | 44 |
| Total | 118 | Total | 116 |

It is thus obvious that residence contrasted with home life and day school produces marked effects, different among boys and girls. On both sides of the resident school nutrition becomes higher, more markedly with the girls. Nerve signs increase with residence, especially with boys. Mental dullness increases with residence slightly, more so among the girls.

The loss and gain from putting 100 boys and 100 girls with defects in development in resident schools may be represented thus:

| | Boys. | Girls. |
|--|-------|--------|
| Fewer cases of low nutrition | 7 | 18 |
| More cases of abnormal nerve signs | 12 | 5 |
| More cases of mental dullness | 2 | 4 |

Assessment of results of intellectual and physical training in a school, with allowance for the physical condition of the children.—Having obtained a report on the physical condition of the children in a school, we may proceed to estimate the number of dull children and the number with nerve signs to be expected upon allowance for the material in the school. The estimate is founded upon the conditions seen and the average experience of 50,000 children, the allowance being made upon the development cases and nerve cases; an allowance for low nutrition could be added.

There are two results of physical training which characterize it as satisfactory: (1) in cases of defective development to remove or prevent abnormal nerve signs; (2) in children of normal development to prevent, or at least not to produce, nerve signs. Thus, taking the development cases in a school, a high percentage of abnormal nerve signs among them is against the effects of the training; and a high percentage of nerve cases without defects in development suggests that the training is not good. So, also, in each case a high percentage of mental dullness shows want of adaptation of methods of teaching to the special requirements of the children.

We may estimate as dull children:

| | Boys. | Girls. |
|---|------------------|------------------|
| | <i>Per cent.</i> | <i>Per cent.</i> |
| Of development cases with nerve signs..... | 43 | 43 |
| Of development cases without nerve signs..... | 33 | 39 |
| Of nerve cases without development defects..... | 37 | 41 |

We may estimate as the average number of cases with nerve signs:

| | Boys. | Girls. |
|--|------------------|------------------|
| | <i>Per cent.</i> | <i>Per cent.</i> |
| Of the development cases..... | 55 | 49 |
| Of the total number of children seen as presenting nerve signs without defects in development..... | 5 | 4 |

The work that has already been done affords a considerable amount of evidence to the following propositions:

(A) It is practicable to inspect, report upon, and classify the children seen in a school by means of facts seen and the teacher's report. Evidence of scientific value is thus obtainable of importance to the state, to education, and to philanthropic efforts.

(B) The average child material in a school or district may be determined. The conditions of development and the nerve signs vary much in different schools; as to the latter, observation suggests that adapted methods of training may remove them.

(C) The co-relation of visible signs with low nutrition and mental dullness has in many cases been demonstrated.

(D) Ill-made and feeble children tend to gravitate to the poor-law and certified industrial schools, and to the lower standards of day schools. The want of provision for feeble children in day-schools, and in many cases their exemption on medical certificates, tends to throw such cases upon the care of the state, and many become degraded.

(E) Feebly-gifted children, the paralyzed, and in some cases the epileptic, may in many cases and in limited numbers be educated in day schools if better provision for them is not provided.

Following is a schedule with ten illustrative cases:

FORM OF SCHEDULE, UNION OR DISTRICT SCHOOL.

Cases reported on investigation to be feeble-minded or mentally exceptional.

[This is part of a table of 234 cases selected as feeble-minded or mentally exceptional. It will be understood by the reader that the cases that are here entered on the form of schedule are part of the group "feeble-minded or mentally exceptional." They are not a sample of the average of the cases noted.]

| No. | Sex and age. | Standard. | Physiognomy, development, etc. | Movements, postures, etc. Expression. | Physical health, nutrition, etc. | School report. | Report. |
|------|--------------|------------|---|---|----------------------------------|--|---|
| 903 | Girl, 11. | II | Head and palate average; features low class; nose bridge bone thick. | Expression bright, but smiles too good. General balance not good; lordosis. | Average..... | Apparently somewhat deficient in intellect; very poor in lessons. | Development low class, probably mental defect. |
| 923 | Girl, 13. | IV | Head and palate average..... | Frontals overcast, producing fine horizontal creases. Over smiling; lordosis. | Average..... | Deficient in intellect; has no power whatever in arithmetic; very unpleasant temper and peculiar ways. | Probably deficient in mental capacity. |
| 923 | Girl, 13. | IV | Head broad at base, but conical, 21 circumference, transverse 13½. Palate high and narrow. Palpebral fissures narrow; not short. Epicanthis. Generally badly built. | Expression low class; O. occlusal lax; hands feeble balance; too motionless and rigid; lordosis. | Not thin; arms very blue. | Very dull; is willing and attentive, but seems deficient in mental power. | Defective in development of body and brain; mental power low. |
| 925 | Girl, 14. | IV | Forehead shallow, physiognomy of low type and defective. Complexion dark. | Expression defective and low class; hands—left thumb drooped, right straight; lordosis. | Average..... | Very deficient in intellect; scarcely any reasoning power and very poor memory. | Low development and mentally weak. |
| 940 | Girl, 15. | III | Head small, forehead narrow; palate high and narrow. Epicanthis. | Expression wanting, looks deficient in mental power. Smiles too much, triple smile; general balance stiff. | Average..... | Deficient in intellect. Dull in all lessons, could never do arithmetic. | Brain development low, mental power weak. |
| 942 | Girl, 16. | III | Head not small or badly shapen. | Expression wanting; O. occlusal lax; almost motionless; lordosis. | Average..... | Very dull and apathetic, poor abilities. | Appears weak in general brain power. |
| 962 | Boy, 8.. | II | Palate average, ears outstanging. | Expression average; hands balance in feeble posture; finger twitching; general balance bad. | Average..... | Below average intelligence, sometimes verging on imbecility. Very weak in arithmetic. | Nerve system weak. Mentally low. |
| 978 | Boy, 9.. | III | Head small | Expression still. Frontals overcast with creases; eyes unsteady; hands balance; thumbs drooped. | Average..... | Half imbecile. Very weak all round. | Nerve system weak. Mentally weak. |
| 1010 | Boy, 13.. | V | Head: Interparietal ridge; 20½ inches; forehead smooth. | Expression bright..... | Average..... | Little or no intellect. Weak all round. | But little defect seen. Said to be mentally weak. |
| 1024 | Girl, 15. | Infirmary. | Head, palate, ears, normal. Has been in school 4 years. Reached Standard IV. | Corrugates. Answers questions badly, and often repeats the question asked. Dirty; will pick up rubbish and eat it. No fits. | Nutrition fair.. | Used to have fair mental powers, but has gradually fallen off last 18 months. Can still read, but in arithmetic is quite lost. Her thoughts seem to be always wandering. | Progressive dementia; onset gradual but progressive. |

It will be noted that each column in the accompanying tables is numbered. Below is a key to these numbered columns, so far as the words at the head of each seem to require further explanation. A column which has reference to a particular subject, *e. g.*, 4, cases presenting nerve signs, appears in all the tables under the same number.

EXPLANATIONS OF THE COLUMNS OF THE TABLES, AND DEFINITIONS.

Column 1, number of children seen: In this column is entered the total number of children seen in each school.

Column 2, number of children noted: In this column is entered the total number of children who, as presenting deviations from the normal, were selected from the total number of children seen (column 1).

Column 3, cases with defect in development: These are children which present bodily defects of various degrees of importance, which are further classified below. (See explanations of columns 8, 9, 10, 11, and 12.)

Column 4, cases presenting nerve signs: In these cases the children presented some action or balance of part of the body which indicated deviations from the normal. This group is further classified below. (See explanation of columns 13 to 24 inclusive.)

Column 5, delicate, pale, or thin (nutrition low): In these cases there was, in consequence of an appearance of thinness, paleness, or delicacy, reason for thinking that there was low nutrition. The children were not examined medically, in order to ascertain the presence of disease, and no information as to their feeding was recorded.

Column 6, reported by teachers as mentally dull: In this column the teachers' independent opinion is given. Their opinion was in each case taken as evidence. (See note above on the method adopted in observing and noting children.)

Column 7, eye cases, squints, etc., not ophthalmia: In these cases obvious defects or disease were recorded, but no tests were applied to detect errors of vision or refraction. Ophthalmia was seen in certain schools, but cases of ophthalmia were not recorded.

Columns 8, 9, 10, 11, and 12: All these are columns containing the analysis of column 3—that is, of conditions of defect in development.

Column 8, cranial abnormality: This term applies to all defects in the size or form of the head.

Column 9, palate defective: Under this head are entered defective palate—narrow, arched, or cleft. In certain schools, to which notes are affixed, the palate was examined in some cases only.

Column 10, external ears defective: Under this heading are entered cases in which the ears were large and outstanding, dissimilar in shape, etc.

Column 11, epicanthis: These are cases in which there is a fold of skin abnormally developed across the inner angle of the opening of the eyelids, giving an appearance of great width between the eyes.

Column 12, other defects in development: These were, for instance, general undersize of body, defects of nose, features coarse, mouth small, etc.

Columns 13 to 24: All these are columns containing the analysis of column 4. They give the analysis of defective nerve signs.

Column 13, general balance bad: Backs bent, slouching gait.

Column 14, expression defective: These are cases in which there was a vacant gaze, fixed or staring; or a want of changefulness.

Column 15, frontals overact: Here the frontal muscles produce horizontal creases in the forehead, which may be deep if these muscles overact coarsely. Sometimes the muscles are seen working under the skin in vermicular fashion, with an athetoid movement. In other cases the action is fine, producing what may be called a dull forehead. The overaction does not necessarily erase expression.

Column 16, corrugation: Knitting the eyebrows; contracting the eyebrows. Vertical creases are thus produced. They may coexist with overacting frontals.

Column 17, orbicularis oculi relaxed: There is a thin muscle, the orbicularis oculi, which encircles the eyelids. Its tone gives sharpness of outline to the lower lid, so that its convexity is seen. Its action is increased in laughter. When this muscle is relaxed there is a fulness or bagginess under the eyes.

Column 18, eye movements defective: Some children, if an object is moved in front of them, follow it not with their eyes only, but with the head, keeping the eyes fixed. In other cases there is a restless wandering of the eyes. Defects of these kinds are noted in this column.

Column 19, head balance weak: In the normal the head is held erect. In these cases it lolls over to one side or the other, or droops forward.

Column 20, hand balance nervous: In these cases when the arm is extended forward, the wrist droops, the palm is slightly contracted laterally, the thumb and fingers are extended backward at their junction with the palm of the hand.

Column 21, hand balance weak: In this type of balance the wrist is slightly drooped, the palm contracted laterally, and the digits are slightly bent.

Column 22, finger twitches: This is seen when the hand is held forward for inspection.

Column 23, lordosis: In these cases, when the hands are held forward, an altered balance of the spine may be seen, with an arching forward in the lumbar region, while the upper part between the shoulders is thrown back.

Column 24, other nerve signs: These include defects such as the following: Slowness to respond to a command, when, for instance, the children are told to hold their hands out in front of them; uncertainty, irregularity, or blundering in responding to such a command; defects of speech; oversmiling or grinning; openness of mouth; and tremor.

Of the arrangement of the tables a word must be said.

NOTE.—It must not be taken for granted that the proportion of children entered in the tables as defective in development, etc., is the proportion which would prevail in the total child population of a district. From other evidence it is certain that many children thus defective are not to be found in the schools, whether public elementary or poor law. To find the proportion of such children in a district, therefore, further inquiry is necessary. The tables only give the proportion of cases seen among the children attending the schools on certain dates. It must be borne in mind that apart from these very important limitations; the tables, as they stand, are rather a collection of data and illustrations of a method of investigation than material set forth with such necessary explanations as would justify the drawing of any large general conclusions bearing on practical administration.

PART I.

TABLE 1.—General statement.—School inquiry as to the condition of 50,027 children.

SUBTABLE A.—GROUPS OF SCHOOLS AND NUMBERS SEEN AND NOTED.

| Names. | Reference Nos. of schools, group by group. | 1 Number seen in schools. | | | 2 Number noted in schedules. | | |
|---|--|------------------------------|--------|--------|------------------------------------|--------|--------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Poor-law (district and separate) schools. | I-XIX..... | 5,884 | 3,947 | 9,831 | 1,332 | 685 | 2,017 |
| Certified industrial schools..... | XX-XXVIII..... | 1,588 | 407 | 1,995 | 500 | 91 | 591 |
| Homes and orphanages..... | XXIX-XXXIV..... | 774 | 1,049 | 1,823 | 172 | 186 | 358 |
| Public elementary schools, etc..... | XXXV-CVI..... | 18,638 | 17,740 | 36,378 | 3,575 | 2,645 | 6,220 |
| Total..... | I-CVI..... | 26,884 | 23,143 | 50,027 | 5,579 | 3,607 | 9,186 |

SUBTABLE B.—CHILDREN (1) REPORTED ON INVESTIGATION TO BE FEEBLE MINDED OR MENTALLY EXCEPTIONAL, OR (2) SO REPORTED BY TEACHERS.

[For illustrations of these cases, see p. 1105.]

| Names. | Reference Nos. of schools, group by group. | 1 Number seen in schools. | | |
|---|--|------------------------------|--------|--------|
| | | Boys. | Girls. | Total. |
| Poor-law (district and separate) schools..... | I-XIX..... | 44 | 41 | 85 |
| Certified industrial schools..... | XX-XXVIII..... | 6 | 6 | 12 |
| Homes and orphanages..... | XXIX-XXXIV..... | 2 | 13 | 15 |
| Public elementary schools, etc..... | XXXV-CVI..... | 78 | 50 | 128 |
| Total..... | I-CVI..... | 124 | 110 | 234 |

SUBTABLE C.—EPILEPTIC CHILDREN, OR CASES WITH HISTORY OF FITS.

| Names. | Reference Nos. of schools, group by group. | 1 Number seen in schools. | | | 4 Nerve cases. | | | 6 Dull. | | | 5 Nutri- tion low. | | | 3 Develop- ment cases. | | |
|---|--|------------------------------------|--------|--------|----------------------|--------|--------|------------|--------|--------|--------------------------|--------|--------|---------------------------------|--------|--------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Poor-law (district and separate) schools. | I-XIX..... | 4 | 1 | 5 | 4 | 0 | 4 | 4 | 1 | 5 | ... | ... | ... | 3 | 1 | 4 |
| Homes and orphanages..... | XX-XXXIV..... | 0 | 1 | 1 | 6 | 1 | 1 | 0 | 1 | 1 | ... | ... | ... | 0 | 1 | 1 |
| Public elementary schools, etc. | XXXV-CVI..... | 32 | 16 | 48 | 18 | 12 | 30 | 19 | 10 | 29 | 6 | 5 | 11 | 16 | 7 | 23 |
| Total..... | I-CVI..... | 36 | 18 | 54 | 22 | 13 | 35 | 23 | 12 | 35 | 6 | 5 | 11 | 19 | 9 | 28 |

N. B.—None in certified industrial schools.

SUBTABLE D.—CASES CRIPPLED OR MAIMED (NOT EYE CASES).

| Names. | Reference Nos. of schools, group by group. | 1 Number seen in schools. | | | 4 Nerve cases. | | | 6 Dull. | | | 5 Nutri- tion low. | | | 3 Develop- ment cases. | | |
|---|--|------------------------------------|--------|--------|----------------------|--------|--------|------------|--------|--------|--------------------------|--------|--------|---------------------------------|--------|--------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Poor-law (district and separate) schools. | I-XIX..... | 64 | 21 | 85 | 25 | 6 | 31 | 31 | 6 | 37 | 31 | 5 | 36 | 19 | 4 | 23 |
| Certified industrial schools..... | XX-XXVIII..... | 5 | 2 | 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Homes and orphanages..... | XXIX-XXXIV..... | 19 | 18 | 37 | 8 | 5 | 13 | 4 | 9 | 13 | 2 | 0 | 2 | 8 | 6 | 14 |
| Public elementary schools, etc. | XXXV-CVI..... | 67 | 43 | 110 | 18 | 11 | 29 | 22 | 21 | 43 | 11 | 13 | 24 | 17 | 17 | 34 |
| Total..... | I-CVI..... | 155 | 84 | 239 | 51 | 22 | 73 | 57 | 36 | 93 | 44 | 18 | 62 | 44 | 27 | 71 |

TABLE 1.—General statement.—School inquiry as to the condition of 50,027 children—Continued.

SUBTABLE E.—CHILDREN DEAF.

| Names. | Reference Nos. of schools, group by group. | 1 Number seen in schools. | | | 4 Nerve cases. | | | 6 Dull. | | | 5 Nutrition low. | | | 3 Development cases. | | |
|---|--|------------------------------|--------|--------|-------------------|--------|--------|------------|--------|--------|---------------------|--------|--------|-------------------------|--------|--------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Poor-law (district and separate) schools. | I-XIX, | 15 | 9 | 24 | 13 | 7 | 20 | 9 | 4 | 13 | 2 | 0 | 2 | 13 | 6 | 19 |
| Certified industrial schools | XX-XXVIII, | 3 | 1 | 4 | 3 | 1 | 4 | 3 | 0 | 3 | ... | ... | ... | 3 | 0 | 3 |
| Homes and orphanages | XXIX-XXXIV, | 0 | 4 | 4 | 0 | 3 | 3 | 0 | 3 | 3 | 0 | 2 | 2 | 0 | 2 | 2 |
| Public elementary schools, etc. | XXXV-CVI, | 16 | 19 | 35 | 11 | 12 | 23 | 6 | 14 | 20 | 1 | 11 | 12 | 11 | 14 | 25 |
| Total | I-CVI, | 34 | 33 | 67 | 27 | 23 | 50 | 18 | 21 | 39 | 3 | 13 | 16 | 27 | 22 | 49 |

N. B.—Children in schools for deaf and dumb are not entered, but one deaf and dumb school has been examined, No. CV. Tests for hearing were not generally used, but when a child was found deaf the fact was noted.

TABLE 2.—General statistical summary—General analysis of cases seen.

| Reference No. of schools. | Schools. | 1 Number of children seen. | | | 2 Number of children noted. | | | 3 Cases with defect in development. | | |
|---------------------------|--|-------------------------------|--------|--------|--------------------------------|--------|--------|--|--------|--------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| I-XIX, | Poor law district and separate schools. | 5,884 | 3,947 | 9,831 | 1,332 | 685 | 2,017 | 888 | 475 | 1,363 |
| XX-XXVIII, | Certified Industrial Schools. | 1,588 | 407 | 1,995 | 500 | 91 | 591 | 329 | 62 | 391 |
| XXIX-XXXIV, | Homes and orphanages. | 774 | 1,049 | 1,823 | 172 | 186 | 358 | 107 | 134 | 241 |
| I-XXXIV, | Total of institutions at which children are boarded. | 8,246 | 5,403 | 13,649 | 1,994 | 962 | 2,956 | 1,324 | 671 | 1,995 |
| XXXV-C, | Public elementary and day schools. | 18,137 | 16,854 | 34,991 | 3,462 | 2,492 | 5,954 | 2,213 | 1,491 | 3,704 |
| CI-CVI, | Other schools | 501 | 886 | 1,387 | 113 | 153 | 266 | 79 | 73 | 152 |
| I-CVI, | Grand total of all the 106 schools. | 26,884 | 23,143 | 50,027 | 5,579 | 3,607 | 9,186 | 3,616 | 2,235 | 5,851 |

| Reference No. of schools. | Schools. | 4 Cases presenting abnormal nerve signs. | | | 5 Delicate, pale, or thin. (Nutrition low.) | | | 6 Reported by teachers as mentally dull. | | | 7 Eye cases: Squints, etc., not ophthalmia. | | |
|---------------------------|--|---|--------|--------|--|--------|--------|---|--------|--------|--|--------|--------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| I-XIX, | Poor law district and separate schools. | 889 | 388 | 1,277 | 236 | 93 | 329 | 510 | 281 | 791 | 205 | 112 | 317 |
| XX-XXVIII, | Certified Industrial Schools. | 332 | 57 | 389 | 41 | 28 | 69 | 223 | 47 | 270 | 54 | 20 | 74 |
| XXIX-XXXIV, | Homes and orphanages. | 112 | 112 | 224 | 14 | 35 | 49 | 68 | 113 | 181 | 28 | 27 | 55 |
| I-XXXIV, | Total of institutions at which children are boarded. | 1,333 | 557 | 1,890 | 291 | 156 | 447 | 801 | 441 | 1,242 | 287 | 159 | 446 |
| XXXV-C, | Public elementary and day schools. | 2,021 | 1,406 | 3,427 | 707 | 781 | 1,488 | 1,387 | 973 | 2,360 | 531 | 453 | 984 |
| CI-CVI, | Other schools | 59 | 111 | 170 | 32 | 36 | 68 | 28 | 49 | 77 | 18 | 25 | 43 |
| I-CVI, | Grand total of all the 106 schools. | 3,413 | 2,074 | 5,487 | 1,030 | 973 | 2,003 | 2,216 | 1,463 | 3,679 | 836 | 637 | 1,473 |

TABLE 2.—General statistical summary.—Further analysis of cases seen.

| Reference No. of schools. | Schools. | Analysis of conditions of defect in development. | | | | | | | | | | | | | | |
|------------------------------|---|--|--------|-------|----------------------|--------|-------|--------------------------------|--------|-------|------------------|--------|-------|--|--------|-------|
| | | 8 | | | 9 | | | 10 | | | 11 | | | 12 | | |
| | | Cranial abnor- mality. | | | Palate defective. | | | External ears defective. | | | Epican- this. | | | Other de- fect in de- velopment. | | |
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | |
| I-XIX | Poor law schools. | 387 | 171 | 558 | 216 | 133 | 349 | 257 | 81 | 338 | 124 | 101 | 225 | 254 | 160 | 414 |
| XX-XXVII..... | Certified indus- trial schools. | 160 | 40 | 200 | 67 | 18 | 85 | 106 | 3 | 109 | 28 | 3 | 31 | 122 | 21 | 143 |
| XXIX-XXXIV .. | Homes and or- phanages. | 34 | 79 | 113 | 32 | 30 | 62 | 41 | 9 | 50 | 14 | 18 | 32 | 27 | 38 | 65 |
| I-XXXIV..... | Total of in- stitutions at which children are board- ed. | 581 | 290 | 871 | 315 | 181 | 496 | 404 | 93 | 497 | 166 | 122 | 288 | 403 | 219 | 622 |
| XXXV-C..... | Public elemen- tary. | 910 | 734 | 1,644 | 448 | 332 | 780 | 621 | 158 | 779 | 338 | 248 | 586 | 483 | 400 | 883 |
| CI-CVI..... | Other schools.... | 37 | 24 | 61 | 33 | 12 | 45 | 22 | 17 | 39 | 10 | 14 | 24 | 22 | 26 | 48 |
| I-CVI..... | Grand total of all 106 schools. | 1,528 | 1,048 | 2,576 | 796 | 525 | 1,321 | 1,047 | 268 | 1,315 | 514 | 384 | 898 | 908 | 645 | 1,553 |

| Reference No. of schools. | Schools. | 13 General balance bad. | | | 14 Expression defective. | | | 15 Frontals over-act. | | | 16 Corrugation. | | |
|---------------------------|--|----------------------------|--------|--------|-----------------------------|--------|--------|--------------------------|--------|--------|--------------------|--------|--------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| I-XIX..... | Poor law schools..... | 74 | 32 | 106 | 259 | 146 | 405 | 423 | 107 | 530 | 38 | 4 | 42 |
| XX-XXVIII.... | Certified industrial schools..... | 12 | 6 | 18 | 56 | 21 | 77 | 175 | 14 | 189 | 28 | 5 | 33 |
| XXIX-XXXIV.. | Homes and orphanages..... | 0 | 1 | 1 | 17 | 31 | 48 | 43 | 28 | 71 | 4 | 6 | 10 |
| I-XXXIV..... | Total of institutions at which children are boarded..... | 86 | 39 | 125 | 332 | 198 | 530 | 641 | 149 | 790 | 70 | 15 | 85 |
| XXXV-C..... | Public elementary..... | 110 | 123 | 233 | 344 | 254 | 598 | 659 | 132 | 791 | 123 | 23 | 146 |
| CI-CVI..... | Other schools..... | 5 | 11 | 16 | 18 | 22 | 40 | 22 | 13 | 35 | 6 | 2 | 8 |
| I-CVI..... | Grand total of all 106 schools..... | 201 | 173 | 374 | 694 | 474 | 1,168 | 1,322 | 294 | 1,616 | 199 | 40 | 239 |

| Reference No. of schools. | Schools. | Analysis of defective nerve signs. | | | | | | | | | | | |
|---------------------------|--|------------------------------------|--------|--------|--------------------------------|--------|--------|--------------------------|--------|--------|-----------------------------|--------|--------|
| | | 17 Orbicularis oculi relaxed. | | | 18 Eye movements defective. | | | 19 Head balance weak. | | | 20 Hand balance nervous. | | |
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| I-XIX..... | Poor law schools..... | 126 | 66 | 187 | 120 | 75 | 195 | 66 | 47 | 113 | 93 | 55 | 148 |
| XX-XXVIII.... | Certified industrial schools..... | 30 | 5 | 35 | 87 | 11 | 98 | 13 | 8 | 21 | 35 | 5 | 40 |
| XXIX-XXXIV.. | Homes and orphanages..... | 12 | 10 | 22 | 37 | 32 | 69 | 1 | 2 | 3 | 2 | 9 | 11 |
| I-XXXIV..... | Total of institutions at which children are boarded..... | 163 | 81 | 244 | 244 | 118 | 362 | 80 | 57 | 137 | 130 | 69 | 199 |
| XXXV-C..... | Public elementary..... | 351 | 243 | 594 | 547 | 329 | 876 | 136 | 245 | 381 | 404 | 415 | 819 |
| CI-CVI..... | Other schools..... | 8 | 19 | 27 | 7 | 38 | 45 | 3 | 17 | 20 | 16 | 32 | 48 |
| I-CVI..... | Grand total of all 106 schools..... | 522 | 343 | 865 | 798 | 485 | 1,283 | 219 | 319 | 538 | 550 | 516 | 1,066 |

TABLE 2.—General statistical summary.—Further analysis of cases seen.—Continued.

| Reference No. of schools. | Schools. | 21 Hand balance weak. | | | 22 Finger twitches. | | | 23 Lordosis. | | | 24 Other nerve signs. | | |
|------------------------------|---|-----------------------------|--------|--------|---------------------------|--------|--------|-----------------|--------|--------|-----------------------------|--------|--------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| I-XIX..... | Poor law schools..... | 189 | 66 | 255 | 80 | 25 | 105 | 36 | 45 | 81 | 144 | 71 | 215 |
| XX-XXVIII.... | Certified industrial schools. | 49 | 14 | 63 | 25 | 3 | 28 | 14 | 4 | 18 | 34 | 13 | 47 |
| XXIX-XXXIV.. | Homes and orphanages. | 47 | 41 | 88 | 2 | 8 | 10 | 2 | 6 | 8 | 8 | 13 | 21 |
| I-XXXIV..... | Total of institu- tions at which children are boarded. | 285 | 121 | 406 | 107 | 36 | 143 | 52 | 55 | 107 | 186 | 97 | 283 |
| XXXV-C..... | Public elementary..... | 427 | 358 | 785 | 319 | 214 | 533 | 124 | 202 | 326 | 237 | 131 | 368 |
| CI-CVI..... | Other schools..... | 3 | 25 | 28 | 19 | 11 | 30 | 8 | 22 | 30 | 11 | 6 | 17 |
| I-CVI..... | Grand total of all 106 schools. | 715 | 504 | 1,219 | 445 | 261 | 706 | 184 | 279 | 463 | 434 | 234 | 668 |

TABLE 3.—Analyses of eye cases.

[Some of these cases presented more than one defect, but are recorded under the principal defect only.]

| Conditions of defect of the eye and its appendages. | Poor law schools (I-XIX). | | | Certified in- dustrial (XX- XXVIII). | | | Homes and orphanages (XXIX- XXXIV). | | | Public ele- mentary (XXXV- CVI). | | | Total number of cases in schools (I-CVI). | | |
|---|---------------------------------|--------|--------|---|--------|--------|--|--------|--------|---|--------|--------|--|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Squint, constant or varying (strabismus)..... | 128 | 69 | 197 | 25 | 12 | 37 | 15 | 19 | 34 | 317 | 222 | 539 | 485 | 322 | 807 |
| Short-sightedness, without spec- tacles..... | 3 | 2 | 5 | 0 | 1 | 1 | 0 | 0 | 0 | 5 | 8 | 13 | 8 | 11 | 19 |
| Using concave spectacles..... | 5 | 2 | 7 | 1 | 0 | 1 | 2 | 0 | 2 | 17 | 21 | 38 | 25 | 23 | 48 |
| Using convex spectacles..... | 16 | 10 | 26 | 0 | 0 | 0 | 0 | 2 | 2 | 108 | 140 | 248 | 124 | 152 | 276 |
| Eye lost by accident..... | 5 | 8 | 13 | 1 | 0 | 1 | 0 | 0 | 0 | 12 | 10 | 22 | 18 | 18 | 36 |
| Eye lost from disease..... | 9 | 4 | 13 | 1 | 0 | 1 | 6 | 4 | 10 | 2 | 4 | 6 | 18 | 12 | 30 |
| Tremor of the eyes (nystagmus). | 6 | 3 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 6 | 25 | 25 | 9 | 34 |
| Drooping of one or both eyelids (ptosis)..... | 10 | 2 | 12 | 6 | 0 | 6 | 1 | 0 | 1 | 9 | 9 | 18 | 26 | 11 | 37 |
| Disease of cornea in various stages. N. B.—Cases of oph- thalmia were not recorded..... | 17 | 9 | 26 | 12 | 4 | 16 | 4 | 2 | 6 | 42 | 39 | 81 | 75 | 54 | 129 |
| Congenital defects of eye..... | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 6 | 13 | 10 | 6 | 16 |
| Pupils unequal..... | 1 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 3 | 5 |
| Miscellaneous defects of the eye (including cataract)..... | 2 | 0 | 2 | 8 | 3 | 11 | 0 | 0 | 0 | 10 | 13 | 23 | 20 | 16 | 36 |
| Total..... | 205 | 112 | 317 | 54 | 20 | 74 | 28 | 27 | 55 | 549 | 478 | 1,027 | 836 | 637 | 1,473 |

TABLE 4.—Analysis of cranial abnormalities.

| Abnormal conditions of the cranium. | Poor law schools (I-XIX). | | | Certified industrial (XX-XXVIII). | | | Homes and orphanages (XXXIX-XXXIV). | | | Public elementary (XXXV-CVI). | | | Total number of cases in schools (I-CVI). | | |
|---|---------------------------|--------|--------|-----------------------------------|--------|--------|-------------------------------------|--------|--------|-------------------------------|--------|--------|---|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Head small | 42 | 67 | 109 | 24 | 26 | 50 | 14 | 53 | 67 | 247 | 592 | 839 | 327 | 738 | 1,065 |
| Head large | 76 | 19 | 95 | 7 | 1 | 8 | 4 | 2 | 6 | 170 | 24 | 194 | 257 | 46 | 303 |
| Bones on cranium, usually | | | | | | | | | | | | | | | |
| frontal | 131 | 24 | 155 | 49 | 3 | 52 | 12 | 16 | 28 | 304 | 83 | 387 | 495 | 127 | 622 |
| Forehead defective in form, badly shapen or narrow .. | 80 | 41 | 121 | 43 | 7 | 50 | 2 | 3 | 5 | 58 | 27 | 85 | 183 | 78 | 261 |
| Frontal vertical ridge | 7 | 4 | 11 | 4 | 1 | 5 | 1 | 1 | 1 | 78 | 21 | 99 | 59 | 27 | 116 |
| Head asymmetrical in form .. | 22 | 6 | 28 | 9 | 1 | 10 | 1 | 3 | 4 | 52 | 6 | 58 | 84 | 16 | 100 |
| Dolico cephalic | 7 | 8 | 15 | 7 | 1 | 8 | | | | 28 | 2 | 30 | 43 | 10 | 53 |
| Other types (including hydrocephalous), boys, 5; girls, 2; total, 7 | 22 | 2 | 24 | 17 | | 17 | 1 | 1 | 2 | 10 | 3 | 13 | 50 | 6 | 56 |
| Total | 387 | 171 | 558 | 160 | 40 | 200 | 34 | 79 | 113 | 947 | 758 | 1,705 | 1,528 | 1,048 | 2,576 |

N. B.—As to cranial abnormalities in rickety children, see "Rickets."

TABLE 5.—Analysis of condition of palates. (I-CVI.)

| | Boys. | Girls. | Total. |
|---|-------|--------|--------|
| Palate narrow | 450 | 291 | 741 |
| Palate V-shaped | 235 | 171 | 406 |
| Palate arched, high, or vaulted | 86 | 41 | 127 |
| Palate cleft | 14 | 8 | 22 |
| Palate other types, flat, long, etc | 10 | 15 | 25 |
| | 795 | 526 | 1,321 |
| Palate defective in cases of rickets | 23 | 8 | 31 |
| Palate and cranium defective in rickets | 21 | 6 | 27 |
| Palate defective and nasal bones thick, wide, or sunken | 16 | 15 | 29 |
| Palate and cranium defective with nasal bones thick or sunken | 4 | 3 | 7 |
| Cranium abnormal and nasal bones thick, wide, or sunken | 36 | 29 | 65 |

TABLE 6.—Analysis of cases presenting other defects in development.

[Some of these cases presented more than one of these defects.]

| Analysis of a group of cases given in preceding table as "other defects in development." | Poor law schools (I-XIX). | | | Certified industrial (XX-XXVIII). | | | Homes and orphanages (XXXIX-XXXIV). | | | Public elementary (XXXV-CVI). | | | Number of cases in schools (I-CVI). | | |
|--|---------------------------|--------|--------|-----------------------------------|--------|--------|-------------------------------------|--------|--------|-------------------------------|--------|--------|-------------------------------------|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Small for age | 41 | 48 | 89 | 21 | 6 | 27 | 3 | 9 | 12 | 144 | 146 | 290 | 209 | 209 | 418 |
| Adipose type | 3 | 9 | 12 | 7 | | 7 | | | | 6 | | 6 | 16 | 9 | 25 |
| Icthyosis | 7 | 3 | 10 | | | | | | | 3 | 4 | 7 | 10 | 7 | 17 |
| Features coarse, lips thick, face large and fat or flat | 69 | 42 | 111 | 28 | 10 | 38 | 3 | 6 | 9 | 47 | 46 | 93 | 147 | 104 | 251 |
| Forehead hairy | 29 | 3 | 32 | 11 | | 11 | | | | 9 | | 9 | 40 | 3 | 43 |
| Hands blue and cold, not general cyanosis | 13 | 7 | 20 | 1 | 1 | 2 | | | | 3 | 3 | 6 | 17 | 11 | 28 |
| Nasal bones wide, thick, or sunken .. | 71 | 60 | 131 | 33 | 5 | 38 | 13 | 18 | 31 | 124 | 131 | 255 | 241 | 214 | 455 |
| Bridge of nose in its soft tissue wide and superabundant | 3 | 2 | 5 | 2 | | 2 | | | | 28 | 26 | 54 | 33 | 28 | 61 |
| Palpebral fissures, or openings of the eyes, small, narrow or ill shapen | 14 | 17 | 31 | 16 | 5 | 21 | 5 | 4 | 9 | 63 | 57 | 120 | 98 | 83 | 181 |
| Mouth small | 1 | 2 | 3 | 3 | 1 | 4 | 1 | | 1 | 22 | 14 | 36 | 27 | 17 | 44 |
| Face small | 2 | 3 | 5 | 3 | | 3 | | | | 13 | 8 | 21 | 18 | 11 | 29 |
| Prognathous, the lower jaw being large, heavy, and prominent | 3 | | 3 | 7 | | 7 | 1 | | 1 | 11 | | 11 | 11 | | 11 |
| Hare lip | 2 | 1 | 3 | | | | | | | 8 | 4 | 12 | 10 | 5 | 15 |
| Cleft palate | 2 | 2 | 4 | 1 | | 1 | 1 | 1 | 2 | 11 | 5 | 16 | 15 | 8 | 22 |
| Frontal or nasal veins large | 4 | 3 | 7 | | | | | | | 9 | 3 | 12 | 13 | 6 | 19 |
| Congenital cripples | 3 | 2 | 5 | | | | | 1 | 1 | 4 | 6 | 10 | 7 | 9 | 16 |

The following small group of defects may be added:

| Defects. | Boys. | Girls. | Total. |
|---|-------|--------|--------|
| Palatine crypts, puncta, or grooves adjacent to juncture of hard and soft palate..... | 35 | 16 | 51 |
| Face asymmetrical..... | 7 | 2 | 9 |
| Orbits oblique..... | 3 | 5 | 8 |
| Nævus and "port wine stains"..... | 3 | 3 | 6 |
| Moles on faces..... | 1 | 1 | 2 |
| Cyanosis..... | 3 | | |
| Supernumerary ears..... | 7 | 3 | 10 |
| Hydrocephalus..... | 5 | 2 | 7 |
| Orbits sunken..... | 3 | 2 | 5 |
| Little fingers crooked and partially ankylosed..... | 2 | 3 | 5 |

This group, though not numerous, demands attention, as they presented many defects; the following cases were registered, probably others might have been noted:

TABLE 7.—*Children with hands blue and cold.*

| | Number examined. | Nutrition. | Dull. | Development. | Nerve signs. |
|------------|------------------|------------|-------|--------------|--------------|
| Boys..... | 17 | 3 | 9 | 12 | 14 |
| Girls..... | 11 | 4 | 6 | 6 | 8 |
| Total..... | 28 | 7 | 15 | 18 | 22 |

This condition appears to be more common in resident schools, only 1 boy and 2 girls were noted in day schools. This condition appears to be independent of the weather, though cold may increase it and cause chilblains. The months in which these children were seen were as follows: March, girl, 1. July, boy, 1; girl, 1. September, boy, 1; girl, 1. October, boys, 11; girls, 5. November, boy, 4; girl, 3. Among the boys were, cranial abnormalities, 4; defective palate, 3; ichthyosis, 1; ptosis, 1; mentally defective, 2. Among the girls were, cranial abnormality, 1; mentally defective, 3.

N. B.—The number of dull children given above should probably be higher, as 4 boys and 3 girls were in school XI, from which no reports of mental status were received from the teachers.

BINARY DEFECTS IN DEVELOPMENT AND THEIR CONDITION.

The number of binary defects registered was, boys, 1,240; girls, 683; total, 1,923. The number of children presenting binary defects has not been determined; some children presented more than two defects in development, so that their number must have been less than the number of cases given above; probably not 10 per cent of the cases had more than two defects. A fair estimate of the correlative value of combined defects in development may be given, as in tables adjacent.

TABLE 8.—*Showing the relative frequency of binary defects in development (schools I-CVI).*

| | Cranial abnormalities. | | | Palate. | | | Epicanthis. | | | Ear. | | | Other defects in development. | | |
|-----------------------------------|------------------------|--------|--------|---------|--------|--------|-------------|--------|--------|-------|--------|--------|-------------------------------|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Cranial abnormalities..... | 153 | 124 | 277 | 153 | 124 | 277 | 46 | 44 | 90 | 194 | 44 | 238 | 281 | 219 | 500 |
| Palate..... | 46 | 44 | 90 | 41 | 33 | 74 | 103 | 17 | 120 | 142 | 73 | 215 | | | |
| Epicanthis..... | 194 | 44 | 238 | 103 | 17 | 120 | 74 | 29 | 103 | 100 | 73 | 173 | | | |
| Ear..... | 46 | 44 | 90 | 41 | 33 | 74 | 29 | 103 | 100 | 73 | 173 | 106 | 27 | 133 | |
| Other defects in development..... | 281 | 219 | 500 | 142 | 73 | 215 | 100 | 73 | 173 | 106 | 27 | 133 | | | |

TABLE 9.—Analysis of cases presenting other abnormal nerve signs.

[Some of these cases presented more than one of these nerve signs.]

| Analysis of a group of cases given in preceding tables as "other abnormal nerve signs." | Poor-law schools (I-XIX). | | | Certified industrial (XX-XXVIII). | | | Homes and orphanages (XXIX-XXXIV). | | | Public elementary (XXXV-CVI). | | | Number of cases in schools (I-CVI). | | |
|---|---------------------------|--------|--------|-----------------------------------|--------|--------|------------------------------------|--------|--------|-------------------------------|--------|--------|-------------------------------------|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Response in action defective | 25 | 11 | 36 | 4 | 4 | 8 | 2 | 4 | 6 | 81 | 37 | 118 | 112 | 56 | 168 |
| Speech defective | 41 | 22 | 63 | 4 | 1 | 5 | 0 | 6 | 6 | 71 | 41 | 112 | 116 | 70 | 186 |
| Motionless or statuesque | 0 | 3 | 3 | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 5 | 7 |
| Mouth open | 31 | 19 | 50 | 15 | 17 | 32 | 6 | 1 | 7 | 82 | 37 | 119 | 134 | 59 | 193 |
| Grimacing | 29 | 15 | 44 | 8 | 2 | 10 | 0 | 4 | 4 | 32 | 22 | 54 | 69 | 43 | 112 |
| Pouting, i. e., orbicularis oris in condition of over tonicity | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| Over mobile—too much spontaneous movement | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 4 | 0 | 4 |
| Tremor | 14 | 7 | 21 | 3 | 0 | 3 | 0 | 0 | 0 | 13 | 4 | 17 | 30 | 11 | 41 |
| Parinthetic balance of arms. When hands are held out they touch one another with the thumbs turned down | 22 | 7 | 29 | 10 | 4 | 14 | 0 | 0 | 0 | 11 | 4 | 15 | 43 | 15 | 58 |
| Epilepsy | 4 | 1 | 5 | 0 | 0 | 0 | 0 | 1 | 1 | 32 | 16 | 48 | 36 | 18 | 54 |
| Paralysis | 23 | 9 | 32 | 2 | 0 | 2 | 7 | 4 | 11 | 28 | 9 | 37 | 60 | 22 | 82 |
| Ptoxis | 10 | 2 | 12 | 6 | 0 | 6 | 1 | 0 | 1 | 9 | 9 | 18 | 26 | 11 | 37 |
| Nystagmus | 6 | 3 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 6 | 25 | 25 | 9 | 34 |

PART II.

TABLE 10.—Showing co-relation of mental dullness, defects in development, nerve signs, and low nutrition.

UNION SCHOOLS.

| Cases presenting the condition of— | Total. | | | Mental dullness also present in— | | | Defects in development also present in— | | | Nerve signs also present in— | | | Low nutrition also present in— | | |
|------------------------------------|--------|--------|--------|----------------------------------|--------|--------|---|--------|--------|------------------------------|--------|--------|--------------------------------|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Mental dullness | 510 | 281 | 791 | ..... | ..... | ..... | 330 | 192 | 522 | 347 | 176 | 523 | 67 | 52 | 119 |
| Defects in development | 888 | 475 | 1,363 | 330 | 192 | 522 | ..... | ..... | ..... | 543 | 248 | 791 | 159 | 80 | 239 |
| Nerve signs | 869 | 388 | 1,257 | 347 | 176 | 523 | 543 | 248 | 791 | ..... | ..... | ..... | 154 | 63 | 217 |
| Low nutrition | 236 | 93 | 329 | 67 | 52 | 119 | 159 | 80 | 239 | 154 | 63 | 217 | ..... | ..... | ..... |

CERTIFIED INDUSTRIAL SCHOOLS.

| | | | | | | | | | | | | | | | |
|---------------------------|-----|----|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Mental dullness | 223 | 47 | 270 | ..... | ..... | ..... | 148 | 29 | 177 | ..... | ..... | ..... | 22 | 13 | 35 |
| Development defects | 329 | 62 | 391 | 148 | 29 | 177 | ..... | ..... | ..... | 200 | 37 | 237 | 27 | 23 | 50 |
| Nerve signs | 332 | 57 | 391 | 151 | 33 | 184 | 200 | 37 | 237 | ..... | ..... | ..... | 34 | 22 | 56 |
| Low nutrition | 41 | 28 | 69 | ..... | ..... | ..... | 27 | 23 | 50 | 34 | 22 | 56 | ..... | ..... | ..... |

HOMES AND ORPHANAGES (XXIX-XXXIV).

| | | | | | | | | | | | | | | | |
|------------------------------|-----|-----|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Mental dullness | 68 | 113 | 181 | ..... | ..... | ..... | 50 | 76 | 126 | 45 | 63 | 108 | 8 | 20 | 28 |
| Defects in development | 107 | 134 | 241 | 50 | 76 | 126 | ..... | ..... | ..... | 77 | 68 | 145 | 13 | 30 | 43 |
| Nerve signs | 112 | 112 | 224 | 45 | 63 | 108 | 77 | 68 | 145 | ..... | ..... | ..... | 6 | 23 | 29 |
| Low nutrition | 14 | 35 | 49 | 8 | 20 | 28 | 13 | 30 | 43 | 6 | 23 | 29 | ..... | ..... | ..... |

TABLE 10.—*Showing co-relation of mental dullness, etc.—Continued.*

PUBLIC ELEMENTARY SCHOOLS, ETC. (XXXV-CVI).

| | | | | | | | | | | | | | | |
|--------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----|-------|-------|
| Mental dullness..... | 1,415 | 1,022 | 2,437 | ..... | ..... | 870 | 631 | 1,501 | 827 | 608 | 1,425 | 305 | 310 | 615 |
| Development defects..... | 2,292 | 1,564 | 3,856 | 870 | 631 | 1,501 | ..... | ..... | 1,155 | 743 | 1,898 | 534 | 593 | 1,127 |
| Nerve signs..... | 2,080 | 1,517 | 3,597 | 827 | 608 | 1,435 | 1,155 | 743 | 1,898 | ..... | ..... | 441 | 490 | 931 |
| Low nutrition..... | 739 | 817 | 1,556 | 395 | 310 | 615 | 534 | 593 | 1,127 | 441 | 490 | 931 | ..... | ..... |

SUMMARY.

| | | | | | | | | | | | | | | |
|--------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Mental dullness..... | 2,216 | 1,463 | 3,679 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Development defects..... | 3,616 | 2,235 | 5,851 | 1,398 | 928 | 2,326 | ..... | ..... | 1,975 | 1,096 | 3,071 | ..... | ..... | ..... |
| Nerve signs..... | 3,413 | 2,074 | 5,487 | 1,370 | 881 | 2,250 | ..... | ..... | ..... | ..... | ..... | 635 | 593 | 1,223 |
| Low nutrition..... | 1,030 | 973 | 2,003 | 402 | 395 | 797 | 733 | 729 | 1,459 | 635 | 598 | 1,233 | ..... | ..... |

TABLE 11.—*Showing co-relation of combined conditions with mental dullness.*

| Combined conditions. | Union schools. | | | | | | Certified industrial schools. | | | | | |
|--|---|--------|--------|----------------|--------|--------|---|--------|--------|----------------|--------|--------|
| | Total cases presenting the combination. | | | Mentally dull. | | | Total cases presenting the combination. | | | Mentally dull. | | |
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Defects in development with nerve signs..... | 543 | 248 | 791 | 220 | 112 | 332 | 200 | 37 | 237 | 90 | 18 | 108 |
| Defects in development with low nutrition..... | 159 | 80 | 239 | 52 | 32 | 84 | 27 | 23 | 50 | 12 | 10 | 22 |
| Defects in development with low nutrition and nerve signs..... | 95 | 47 | 142 | 34 | 19 | 53 | 20 | 14 | 34 | 11 | 6 | 17 |
| No defect in development with no nerve sign..... | ..... | ..... | ..... | 44 | 22 | 66 | ..... | ..... | ..... | 13 | 5 | 18 |

| Combined conditions. | Homes and orphanages (XXIX-XXXIV). | | | | | | Public elementary schools, etc. (XXXV-CVI). | | | | | |
|--|---|--------|--------|----------------|--------|--------|---|--------|--------|----------------|--------|--------|
| | Total cases presenting the combination. | | | Mentally dull. | | | Total cases presenting the combination. | | | Mentally dull. | | |
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Defects in development with nerve signs..... | 77 | 68 | 145 | 28 | 40 | 68 | 1,155 | 743 | 1,898 | 497 | 305 | 802 |
| Defects in development with low nutrition..... | 13 | 30 | 43 | 5 | 18 | 23 | 534 | 593 | 1,127 | 222 | 230 | 452 |
| Defects in development with low nutrition and nerve signs..... | 4 | 15 | 19 | 2 | 11 | 13 | 293 | 305 | 598 | 145 | 121 | 266 |
| No defect in development and with no nerve sign..... | ..... | ..... | ..... | 7 | 7 | 14 | ..... | ..... | ..... | 121 | 100 | 221 |

SUMMARY.

| Combined conditions. | Total cases presenting the combination. | | | Also mentally dull. | | |
|--|---|--------|--------|---------------------|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Defects in development with nerve signs..... | 1,975 | 1,096 | 3,071 | 835 | 475 | 1,310 |
| Defects in development with low nutrition..... | 733 | 726 | 1,459 | 291 | 290 | 581 |
| Defects in development with low nutrition and nerve signs..... | 412 | 381 | 793 | 192 | 157 | 349 |
| No defect in development and with no nerve sign .. | 525 | 391 | 919 | 185 | 134 | 319 |

TABLE 12.—Number of children with each defect in development; also giving their co-relations.

[Percentages are taken on number of cases presenting the defect.]

| | Total cases, presenting each defect, among 50,000 children. | | | With abnormal nerve signs. | | | | With low nutrition. | | | | Reported dull by teachers. | | | |
|---------------------------------|---|--------|--------|----------------------------|--------|-------|--------|---------------------|--------|-------|--------|----------------------------|--------|-------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. |
| Total of development cases..... | 3,616 | 2,235 | 5,851 | 1,975 | 1,096 | 54.6 | 49.0 | 732 | 726 | 20.2 | 32.0 | 1,398 | 928 | 38.3 | 38.7 |
| Cranial abnormalities..... | 1,528 | 1,048 | 2,576 | 850 | 531 | 55.6 | 50.6 | 392 | 480 | 25.7 | 45.8 | 634 | 477 | 41.4 | 45.5 |
| Defects of palate..... | 796 | 525 | 1,321 | 441 | 262 | 55.4 | 48.9 | 173 | 150 | 21.7 | 28.9 | 324 | 232 | 40.7 | 43.3 |
| Defects of external ear..... | 1,047 | 268 | 1,315 | 566 | 128 | 54.0 | 47.7 | 196 | 72 | 18.7 | 26.8 | 340 | 103 | 32.4 | 38.4 |
| Epicanthis..... | 514 | 384 | 898 | 227 | 160 | 44.1 | 41.6 | 65 | 73 | 12.6 | 19.0 | 192 | 136 | 37.3 | 35.1 |
| Children small for age..... | 209 | 209 | 418 | 119 | 110 | 56.9 | 52.6 | 88 | 101 | 42.1 | 48.3 | 78 | 79 | 37.3 | 37.3 |
| Nasal bones deformed..... | 241 | 214 | 455 | 131 | 95 | 54.3 | 44.3 | 16 | 19 | 6.6 | 8.8 | 87 | 77 | 36.1 | 36.0 |
| Features large or coarse..... | 147 | 104 | 251 | 112 | 68 | 76.1 | 65.3 | 19 | 17 | 12.9 | 16.3 | 73 | 43 | 49.6 | 41.3 |
| Palpebral fissures small..... | 98 | 83 | 181 | 61 | 57 | 62.2 | 68.6 | 22 | 16 | 22.4 | 19.2 | 41 | 39 | 41.8 | 47.0 |
| Mouth small..... | 27 | 17 | 44 | 16 | 10 | 59.2 | 58.8 | 8 | 2 | 29.6 | 11.7 | 8 | 10 | 29.6 | 58.8 |

TABLE 13.—Nerve signs in co-relation with defects in development, low nutrition, and mental diseases, as reported by the teachers—all schools (I-CVI.).

| Each condition, respectively. | Total. | | | 3 Defects in development. | | | 5 Low nutrition. | | | 6 Mental dullness. | | |
|---|--------|--------|--------|---------------------------|--------|--------|------------------|--------|--------|--------------------|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Total of cases presenting abnormal nerve signs (4)..... | 3,413 | 2,074 | 5,487 | 1,975 | 1,096 | 3,071 | 635 | 598 | 1,233 | 1,370 | 880 | 2,250 |
| General balance defective (13)..... | 291 | 173 | 374 | 138 | 86 | 224 | 47 | 56 | 103 | 99 | 72 | 171 |
| Expression defective (14)..... | 694 | 474 | 1,168 | 493 | 329 | 822 | 191 | 146 | 337 | 369 | 253 | 622 |
| Frontals overacting (15)..... | 1,822 | 294 | 2,116 | 583 | 145 | 728 | 221 | 64 | 285 | 548 | 136 | 684 |
| Corrugation (18)..... | 159 | 40 | 209 | 105 | 22 | 127 | 45 | 6 | 51 | 91 | 21 | 112 |
| Orbicularis oculi relaxed (17)..... | 522 | 343 | 865 | 361 | 224 | 585 | 112 | 112 | 224 | 208 | 158 | 366 |
| Eye movements defective (18)..... | 798 | 485 | 1,283 | 500 | 298 | 798 | 130 | 150 | 280 | 329 | 222 | 551 |
| Head balance weak (19)..... | 219 | 319 | 538 | 151 | 178 | 329 | 46 | 109 | 155 | 87 | 145 | 242 |
| Hand balance weak (21)..... | 715 | 504 | 1,219 | 375 | 196 | 571 | 115 | 107 | 222 | 266 | 178 | 464 |
| Hand balance nervous (20)..... | 550 | 516 | 1,066 | 253 | 205 | 458 | 111 | 158 | 269 | 189 | 170 | 359 |
| Finger twitches (22)..... | 445 | 261 | 706 | 202 | 99 | 301 | 90 | 95 | 185 | 143 | 78 | 221 |
| Lordosis (23)..... | 184 | 279 | 463 | 92 | 107 | 199 | 36 | 87 | 123 | 72 | 85 | 157 |
| Other nerve signs (24)..... | 434 | 234 | 668 | 278 | 135 | 413 | 104 | 58 | 162 | 228 | 125 | 353 |

TABLE 14.—Percentages of above defective nerve signs all schools (I-CVI.).

| | 3 Defects in development. | | | 5 Low nutrition. | | | 6 Mental dullness. | | |
|-------------------------------------|---------------------------|--------|--------|------------------|--------|--------|--------------------|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Abnormal nerve signs (4)..... | 57.8 | 52.8 | 55.9 | 18.6 | 28.4 | 22.4 | 40.1 | 42.4 | 41.0 |
| General balance defective (13)..... | 63.6 | 50.0 | 59.8 | 23.3 | 32.3 | 27.2 | 49.2 | 41.5 | 45.7 |
| Expression defective (14)..... | 71.0 | 69.4 | 70.3 | 27.5 | 30.8 | 28.8 | 53.1 | 53.3 | 53.2 |
| Frontals overacting (15)..... | 44.1 | 49.6 | 45.0 | 16.7 | 21.7 | 17.6 | 41.4 | 46.2 | 42.3 |
| Corrugation (18)..... | 52.7 | 55.0 | 53.1 | 27.6 | 15.0 | 21.3 | 45.7 | 52.5 | 46.8 |
| Orbicularis oculi relaxed (17)..... | 69.1 | 65.3 | 67.6 | 21.4 | 32.6 | 25.8 | 39.8 | 46.0 | 42.8 |
| Eye movements defective (18)..... | 62.6 | 61.4 | 62.1 | 16.2 | 30.9 | 21.8 | 41.1 | 45.7 | 42.3 |
| Head balance weak (19)..... | 68.9 | 55.8 | 61.1 | 21.0 | 34.1 | 28.8 | 44.2 | 45.4 | 44.9 |
| Hand balance weak (21)..... | 52.4 | 38.8 | 46.8 | 16.0 | 21.2 | 18.2 | 40.0 | 35.3 | 38.0 |
| Hand balance nervous (20)..... | 46.0 | 39.7 | 42.9 | 20.1 | 30.6 | 25.2 | 34.3 | 32.9 | 33.6 |
| Finger twitches (22)..... | 45.3 | 37.9 | 42.6 | 20.2 | 36.4 | 26.2 | 32.1 | 29.8 | 31.3 |
| Lordosis (23)..... | 50.0 | 38.3 | 42.9 | 19.5 | 31.1 | 26.5 | 39.1 | 30.5 | 35.9 |
| Other nerve signs (24)..... | 64.0 | 57.6 | 61.8 | 23.9 | 24.7 | 24.1 | 52.5 | 53.4 | 52.8 |

PHYSICAL CONDITIONS AS FACTORS IN PRODUCING MENTAL DULLNESS.

As a main purpose in this inquiry has been to demonstrate that inspection of children in schools may afford a basis for estimations of their capacity for mental action the facts bearing directly upon this question have been summarized in the next table. The visible signs observed are mainly in these groups: Defects in development (see tables 11, 12); abnormal nerve signs (see tables 13, 14), and indications of low nutrition. The special value of signs of defects in development is that they are indications of congenital abnormality with a certain amount of probability that the brain functions may not be quite up to the normal capacity. This probability is increased when in addition to visible defects in the development we also see abnormal nerve-signs, which are the direct indication of brain action at the time of inspection. Development defects appear to be factors in producing low nutrition of the body (and brain) even in the well-fed and protected children in resident schools (I-XXXIV), and in a greater degree in the day schools. It seems that when defects in development are associated with low nutrition, the condition of development of body and brain is more probably associated with mental dullness. When we meet with cases of defect in development with low nutrition and abnormal nerve signs we find that 44 per cent are reported by the teachers as mentally dull.

TABLE 15.—Physical conditions in co-relation with mental dullness as reported by the teachers (schools I-CVI).

| Each condition or combination of conditions, respectively. | Total. | | | Reported by teachers as mentally dull. | | | Percentage of dull children taken on number presenting the condition. | | |
|--|--------|--------|--------|--|--------|--------|---|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Cases presenting some defect in development..... | 3,616 | 2,235 | 5,851 | 1,398 | 928 | 2,326 | 38.6 | 41.5 | 39.7 |
| Cases presenting abnormal nerve signs..... | 3,413 | 2,074 | 5,487 | 1,370 | 880 | 2,250 | 40.1 | 42.4 | 41.0 |
| Development cases with nerve signs..... | 1,975 | 1,096 | 3,071 | 855 | 475 | 1,330 | 43.2 | 43.3 | 43.2 |
| Nerve cases without development defects..... | 1,438 | 978 | 2,416 | 535 | 405 | 940 | 37.2 | 41.4 | 38.9 |
| Development cases without nerve signs..... | 1,641 | 1,139 | 2,780 | 541 | 441 | 982 | 32.9 | 38.7 | 35.3 |
| Cases presenting low nutrition..... | 1,030 | 973 | 2,003 | 402 | 395 | 797 | 39.0 | 40.5 | 39.7 |
| Development cases with low nutrition..... | 733 | 726 | 1,459 | 291 | 290 | 581 | 39.7 | 39.9 | 39.8 |
| Development cases with low nutrition and nerve signs..... | 412 | 381 | 1,793 | 192 | 157 | 349 | 46.6 | 41.2 | 44.0 |
| Cases without development defects or nerve signs..... | 525 | 394 | 919 | 185 | 134 | 319 | 32.2 | 34.0 | 34.7 |
| Response in action defective..... | 112 | 56 | 168 | 75 | 39 | 114 | 67.0 | 69.0 | 67.8 |
| Cases with development defects or with nerve signs..... | 5,054 | 3,213 | 8,267 | 1,933 | 1,333 | 3,266 | 38.2 | 41.4 | ..... |
| Average among the 50,000 children..... | 6,884 | 23,143 | 50,027 | 2,216 | 1,463 | 3,679 | 8.2 | 6.3 | 7.3 |
| Average among the cases noted for some defect.... | 5,579 | 3,607 | 9,186 | 2,216 | 1,463 | 3,679 | 39.7 | 40.5 | 40.0 |

TABLE 16.—Special group among other defects in development in correlation with abnormal nerve signs, low nutrition, and mental dullness. (I-CVI.)

| Each condition respectively. | Boys. | Girls. | Total. | Abnormal nerve sign. | | | Low nutrition. | | | Mental dullness. | | |
|-------------------------------------|-------|--------|--------|----------------------|--------|--------|----------------|--------|--------|------------------|--------|--------|
| | | | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Children small for their age..... | 209 | 209 | 418 | 119 | 110 | 229 | 88 | 101 | 189 | 78 | 79 | 157 |
| Bridge of nose thick or sunken..... | 241 | 214 | 455 | 131 | 95 | 226 | 16 | 19 | 35 | 87 | 77 | 164 |
| Features coarse or large.. | 147 | 104 | 251 | 112 | 68 | 180 | 19 | 17 | 36 | 73 | 43 | 116 |
| Palpebral fissures small.. | 98 | 83 | 181 | 61 | 57 | 118 | 22 | 16 | 38 | 41 | 39 | 80 |
| Mouth small..... | 27 | 17 | 44 | 16 | 10 | 26 | 8 | 2 | 10 | 8 | 10 | 18 |
| Head small..... | 327 | 938 | 1,065 | 177 | 372 | 549 | 151 | 399 | 550 | 165 | 353 | 518 |
| Head asymmetrical..... | 84 | 16 | 100 | 40 | 7 | 47 | 18 | 3 | 21 | 35 | 6 | 41 |

TABLE 17.—Showing co-relation of binary defects in development respectively with mental dullness, low nutrition, and abnormal nerve signs in percentages taken on number of each combined defect (schools I-CVI.)

| Combined defects. | Total. | | | Low nutrition. | | | Abnormal nerve signs. | | | Mental dullness. | | |
|--------------------------------------|--------|--------|--------|----------------|---------|---------|-----------------------|---------|---------|------------------|---------|---------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Cranial and other defects. | 281 | 219 | 500 | Pr. ct. | Pr. ct. | Pr. ct. | Pr. ct. | Pr. ct. | Pr. ct. | Pr. ct. | Pr. ct. | Pr. ct. |
| Cranium and palate defective..... | 153 | 124 | 277 | 41.8 | 46.0 | 43.6 | 88.2 | 51.6 | 71.8 | 74.5 | 45.1 | 61.3 |
| Cranium and ear defective..... | 194 | 44 | 238 | 24.7 | 50.0 | 29.4 | 60.0 | 40.9 | 56.3 | 35.0 | 43.1 | 36.5 |
| Palate and other defect..... | 142 | 73 | 215 | 24.0 | 24.6 | 24.1 | 62.0 | 45.2 | 56.2 | 52.1 | 41.0 | 48.3 |
| Epicanthis and other defect..... | 160 | 73 | 233 | 13.0 | 19.1 | 15.6 | 52.0 | 48.0 | 50.2 | 41.0 | 34.2 | 38.1 |
| Ear and other defect..... | 106 | 27 | 133 | 18.8 | 33.3 | 21.7 | 68.0 | 48.1 | 63.9 | 40.5 | 40.7 | 40.6 |
| Palate and ear defective..... | 103 | 17 | 120 | 14.5 | 58.8 | 20.8 | 54.3 | 52.8 | 54.1 | 39.8 | 29.8 | 38.3 |
| Epicanthis and ear defective..... | 74 | 29 | 103 | 14.8 | 41.3 | 22.3 | 43.2 | 55.1 | 46.6 | 28.3 | 39.0 | 31.0 |
| Cranial defect and epicanthis..... | 46 | 44 | 90 | 39.1 | 63.6 | 51.1 | 89.1 | 79.5 | 84.4 | 80.4 | 50.0 | 65.5 |
| Palate defective and epicanthis..... | 41 | 33 | 74 | 19.5 | 24.2 | 21.6 | 36.5 | 54.5 | 44.5 | 31.7 | 39.3 | 35.1 |

PART III.

TABLE 18.—Cases feeble-minded or mentally exceptional.

| | Boys. | Girls. | Total. |
|---|-------|--------|--------|
| Number found in schools I-CVI | 124 | 110 | 234 |
| Coincident defects: | | | |
| Cases defective in development | 84 | 75 | 159 |
| Abnormal nerve signs | 96 | 77 | 173 |
| Nutrition low | 26 | 25 | 51 |
| Development defective, with abnormal nerve signs and low nutrition..... | 17 | 13 | 30 |
| Epileptic | 5 | 5 | 10 |
| Crippled or paralyzed..... | 5 | 3 | 8 |
| Eye cases | 20 | 16 | 36 |

^a Of these 234 cases, Boys 2, Girls 3, Total 5, had cold blue hands.

In one family 3 cases were found attending the same day school. Cases occurring in the poor law schools have been given in detail. In a poor law school there were also 3 from one family.

TABLE 19.—Children reported on investigation to be feeble-minded or mentally exceptional, or so reported by the teachers.

| Reference No. | Schools. | Number seen in schools. | | Idiots. | | Imbeciles. | | Mentally exceptional. | | Feebly-gifted. ^a | |
|-----------------|--------------------------------|-------------------------|--------|---------|--------|------------|--------|-----------------------|--------|-----------------------------|--------|
| | | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. |
| I-XIX..... | Poor law..... | 44 | 41 | ..... | ..... | 12 | 7 | ..... | 1 | 32 | 33 |
| XX-XXVIII..... | Certified industrial. | ..... | 6 | ..... | ..... | ..... | ..... | ..... | 2 | ..... | 4 |
| XXIX-XXXIV..... | Homes and orphanages. | 2 | 13 | ..... | ..... | 2 | ..... | ..... | ..... | 2 | 11 |
| XXXV-CVI..... | Day schools ^b | 78 | 50 | 2 | 0 | 18 | 7 | 3 | 6 | 55 | 37 |
| Total..... | ..... | 124 | 110 | 2 | 0 | 30 | 16 | 3 | 9 | 89 | 85 |

^a Many cases registered as "Feebly-gifted" were very low class.

^b It is probable that among those entered as "Feebly-gifted mentally" some would be found, on further examination, to be really imbecile, and many capable of great improvement; of the imbecile cases, 2 boys and 2 girls were also epileptic.

TABLE 19, a.—*Poor law (district and separate) schools (I-XIX), epileptic children, or cases with history of fits.*

| Sex. | No. | Age, | Standard. | History of cases. |
|------------|------|------|-----------|---|
| Girl | 553 | 14 | VI | Palate V-shaped. At times seems quite lost, at other times insolent or sulky; very naughty. Possibly petit mal. |
| Boy | 2950 | 10 | I | Ears very large; frontals overact; hands balance with thumbs drooped and approximated dull and stupid; restless and inattentive; epileptic. |
| Boy | 1171 | 14 | II | Head small, 19 inches, not badly shapen; short and too small for age; expression quite wanting; mouth open; hands balance with thumbs drooped; general balance asymmetrical and stiff, with slight inclination of body forward; epileptic; below the average in intelligence. |
| Boy | 221a | 15 | IV | Forehead rather narrow; palate normal; epicanthis slightly developed; expression rather wanting; slight tremor of fingers, left hand only, and its balance is rather weak; has had epileptic fits; mentally very dull. |
| Boy | 310 | 10 | Primer | Physiognomy average; expression wanting; said to have had epileptic fits at home, none in school; mentally dull. |

These five cases were the only children with any evidence as to epilepsy. In the certified industrial schools (XX-XXVIII) no epileptics were found. In the homes and orphanages (XXIX-XXXIV) only one epileptic child was found. This case is the last on the following table.

TABLE 20.—*Public elementary and other schools (XXXV-CVI). Epileptic children, or cases with history of fits.*

Reference No. 649; girl; age, 11; standard, II9 Big for class, expression and balance normal, but head often held in asymmetrical posture; eyes much turned down; reported to have had fits till eighteen months ago.

1042; girl; age, 11; standard, III: Head well made, palate slightly V-shaped; wanting in cheerful expression; wanting in spontaneous movement; hands blue with cold; speaks fairly well; fairly regular in attendance; very vacant at times; below average ability; possibly attacks of petit mal.

2366; boy; age, 12; standard, I: Physiognomy, normal; expression fixed, with corrugation; O. oculi relaxed; thin and pale; stammers; is weak and dull, and is said to have had fits.

2394; boy; age, 5; infant standard: Head, small; too motionless; without expression; looks pale, thin, and delicate; is said to have had fits at home, none in school; a good child, not lively; reads fairly well.

2487; boy; age, 10; standard, IV: Head, large; frontal bosses; expression bright; reported as dull in school; has had a few occasional fits at home, none in school.

2901; girl; age, 13; standard, VII: Head and features normal; expression wanting; eyes wander and do not fix well; hand-balance, feeble; movements uncertain; she looks at others before moving as told; nerve system probably not sound; very dull in school, but improving; has fits at home, none in school.

3178; boy; age, 11; standard, IV: Epicanthis; expression, wanting; smiles much; looks deficient in intellect; speech defective and indistinct; did not talk till five years of age; general appearance healthy; reported as "very good and well conducted; very nervous; ability average in all subjects except reading, which is owing to defect in speech; has fits in school."

3365; boy; age, 14; standard, III: Not seen, being absent from fits; reported epileptic and dull.

5905; boy; not seen; out of school; reported as epileptic, with no mental power.

5278; girl; age, 12; standard, III: Head and features normal; expression fixed, with corrugation; hand-balance feeble; response slow; reported as a nervous, frightened child; said to have fits, but has had none in school.

5355; boy; age, 13; standard, VI: Head, features, expression normal; hand-balance weak; lordosis; a clever boy; conduct very good; has epileptic fits both at home and in school.

5356; boy; age, 12; standard, III: Frontal bosses; palate narrow; expression wanting in changefulness; very dull or mentally defective; conduct good; epileptic.

7488; boy; age, 8; standard, I: Head and features normal; no abnormal nerve-signs observed; presented as "very dull; said to have had fits at home sequent to a fall, none in school."

6624; boy; age, 7; standard, I: Features and expression normal; O. oculi relaxed; squint; uses glasses; intelligent, but a solitary child: never plays with other children; clean and not vicious; has had fits at home, none lately.

6625; boy; age, 9; standard, I: Frontal bosses; pale and pigeon-breasted; features good; expression wanting in changefulness; speech defective; response slow; has fits; not much below average in mental capacity.

7345; girl; age, 8; standard, I: Physiognomy normal; expression bright; dull in school; used to have fits, none now; never in any school.

7371; girl; age, 8; standard, II: Head small; circumference, 19.5 inches; very thin; expression too still; response in movement good; a good child, but dull; epileptic.

7390; girl; age, 10; standard, IV: Physiognomy and expression, etc., normal; reported of average attainments, but very nervous; said to have fits at home, none at school.

230 (1839); girl; age, 3; infant standard: Head normal; palate arched and narrow; epicanthis very slight; expression and nutrition good; very dull; can not speak plainly; said to have had a fit of twelve hours' duration last year.

263 (1839); boy; age, 5; infant standard: A small child; nutrition good, but pale; forehead very shallow; frontals overact finely, with corrugation; "puzzles teacher; clever at lessons, but at times looks silly and can not be got to speak for a while;" reads and spells well; clever at lessons when he will work; possibly a case of petit mal.

287 (1839); boy; age, 11; standard, III: Physiognomy normal, and head of good size; hands nervous balance; slight lordosis; thin, pale; not troublesome; used to have fits.

325 (1839); girl; age, 8; standard, I: Development average; a varying divergent squint; reported very bright, but very nervous; said to be subject to fits.

- 785; girl; age, 6; infant standard: Development signs average; looks silly; turns away her head when spoken to; rests her head on the table; troublesome in school; dirty; average in school lessons; has fits.
- 821 (1889); boy; age, 10; standard, IV: No points observed; reported as intelligent, but has fits at school, lasting some seconds; he falls down and kicks; has had 160 fits in one day.
- 828 (1889); boy; age, 14; standard, VI: Average development; right hemiplegia from infancy; writes with left hand; only ordinary intelligence; has fits, none in school.
- 1684; girl; age, 9; standard, II: Well-made; eyes do not follow well; response not bad, but not very exact; reported "very defective in intelligence, and epileptic."
- 1685; girl; age, 8; infant standard: Head very small, 18.5 inches circumference, not badly shapen; ears badly made in rim; expression wanting; no response in action; will not speak; thin; does not speak; can not read or write, but appears to understand some things said; mentally defective, and epileptic.
- 7089; girl; age, 11; standard, II: Physiognomy average; hands balance in "nervous posture," with finger twitches; reported dull, with epileptic fits in school.
- 6097; girl; age, 6; infant standard: Not seen, but reported by teacher as "dull and epileptic."
- 89 (1888); girl; age, 8; standard, I: Forehead rather narrow; mouth kept open; wanting in expression; pale, thin, and has a cough; "at times seems wanting mentally; will then give ridiculous answers;" probably mentally defective with petit mal.
- 4490; boy; age, 13; standard, II: Has left school, but was sent for by teacher; was in school four years, and practically did no work; at last fits became so strong as to interfere with the school; expression bright; eyes not well moved.
- 3988; boy; age, 12; standard, V: Frontal vertical ridge; frontals overact; O. oculi lax; tremor; quiet and intelligent; said to have had fits, none in school.
- 5780; boy; age, 9; standard, III: Physiognomy average; hands balance in "nervous posture," with finger twitches; infantile palsy of right leg, which is short; an average boy, but used to have fits in infant school.
- 4204; girl; age, 8; standard, III: Palate narrow; expression bright; speaks well; thin; very dull in learning, but well behaved; has had fits, but none in school.
- 4226; boy; age, 13; standard, VI: Strong and well built; expression wanting; smiles too much; eyes not well moved; reported "very uneven in work; learns some subjects quickly and easily, at others he is hopeless; epileptic from 6 years old; sometimes two or three fits a day in school."
- 4263; boy; age, 10; standard, III: Head normal; expression bright; eyes not well moved; has a bad memory, and fits in school.
- 6554; boy; age, 6; infant standard: Head small; bridge of nose thick; expression wanting; head-balance weak, and general balance very asymmetrical; movements slow; very thin; said to be very spiteful; claws other children; has severe fits at home, none in school. Mentally bright.
- 6868; boy; age, 5; infant standard: Head small; child thin; very spiteful; pulls children's hair; mentally average; has had fits at home, often away ill, never fits in school.
- 6719; boy; age, 12; standard, VI: Squint; epileptic; was sharp till fits came on; now does an average, but with an effort.
- 4699; boy; age, 10; standard, V: Palate narrow; "suffers from fits; average intelligence."
- 4841; boy; age, 9; infant standard: head well made; ears plain; expression wanting; frontals overact; O. oculi relaxed; generally overmobile; reported "epileptic and unable to learn."
- 5638; boy; age, 10; standard, IV: Physiognomy and nerve signs normal; reported "mentally dull, with fits at home, never any in school."
- 5592; boy; age, 10; standard, I: Palate V-shaped; ears outstanding; "suffers from fits."
- 6602; girl; age, 11; standard, II: Eyes not well moved; works well in school, but has fits.
- 7785; boy; age, 6; infant standard: Eyes not well moved; said to have fits at home; none in school; very dull.
- 7824; boy; age, 5; infant standard: Dolichocephalic; thin; said to have fits at home (doubtful).
- 7823; boy; age, 4; infant standard: Bandy legs; said to be subject to fits at home; "dull and vicious."
- 7906; boy; age, 13; standard, II: Bridge of nose thick in bone; expression wanting; "fits in school in which he will fall on the floor; dull at work; brother epileptic."
- 4136; girl; age, 11; standard, II: Head and physiognomy normal, but palate V-shaped; eyes not well moved; reported "very dull over lessons; well behaved on the whole; has fits occasionally."

TABLE 21.—Children crippled, maimed, or deformed (not eye cases).

| Schools I-CVI. | Boys. | Girls. | Total. |
|--|-------|--------|--------|
| Disease of hip in various stages, mostly healed | 24 | 18 | 42 |
| Disease of spine in various stages, mostly healed | 25 | 17 | 42 |
| Contracted knee-joint | 6 | 3 | 9 |
| Crippled from disease or injury of upper extremity, not included in other groups | 11 | 2 | 13 |
| Crippled from disease or injury of lower extremity | 7 | 4 | 11 |
| Leg amputated | 15 | 8 | 23 |
| Arm amputated | | 1 | 1 |
| Congenital absence of greater part of upper extremity | 3 | 2 | 5 |
| Congenital absence of hand | | 4 | 4 |
| Congenital defect of make of hand | 4 | 2 | 6 |
| Infantile paralysis of upper extremity | 10 | 4 | 14 |
| Infantile paralysis of lower extremity | 32 | 6 | 38 |
| Hemiplegia | 14 | 9 | 23 |
| Paraplegia | 2 | 2 | 4 |
| Wry neck | 1 | 1 | 2 |
| Congenital absence of foot | | 1 | 1 |
| Facial paralysis | 1 | | 1 |
| Total | 155 | 84 | 239 |
| Cripples from congenital defect | 7 | 9 | 16 |
| Cripples from disease or injury | 88 | 53 | 141 |
| Cripples from paralysis | 60 | 22 | 82 |
| Total | 155 | 84 | 239 |

TABLE 21.—Cases crippled or maimed (not eye cases).

| Disease, injury, defect, or paralysis, etc. | Union schools, I-XIX. | | | Certified industrial schools, XX-XXVIII. | | |
|--|-----------------------|--------|--------|--|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Disease of hip, in various stages, mostly healed | 9 | 3 | 12 | ..... | 1 | 1 |
| Disease of spine, in various stages, many healed | 10 | 5 | 15 | ..... | 1 | ..... |
| Disease of spine, in various stages, mostly healed . . . . | ..... | ..... | ..... | 2 | 1 | 3 |
| Contracted kneejoint | 1 | ..... | 1 | 1 | ..... | 1 |
| Crippled from disease or injury of upper extremity | 7 | 1 | 8 | 1 | ..... | 1 |
| Crippled from disease or injury of lower extremity, not included in other groups | 3 | 1 | 4 | ..... | ..... | ..... |
| Leg amputated | 7 | ..... | 7 | ..... | ..... | ..... |
| Congenital absence of greater part of upper extremity | 1 | 1 | 2 | ..... | ..... | ..... |
| Congenital absence of hand . . . . . | ..... | 1 | 1 | ..... | ..... | ..... |
| Defect in make of hand | 2 | ..... | 2 | ..... | ..... | ..... |
| Infantile paralysis of upper extremity | 3 | 2 | 5 | ..... | ..... | ..... |
| Infantile paralysis of lower extremity | 13 | 4 | 17 | 1 | ..... | 1 |
| Hemiplegia | 7 | 2 | 9 | ..... | ..... | ..... |
| Paraplegia . . . . . | ..... | 1 | 1 | ..... | ..... | ..... |
| Facial paralysis | 1 | ..... | 1 | ..... | ..... | ..... |
| Total | 64 | 21 | 85 | 5 | 2 | 7 |

| Disease, injury, defect, or paralysis, etc. | Homes and orphanages (XXIX-XXXIV). | | | Public elementary schools, etc. (XXXV-CVI). | | |
|--|------------------------------------|--------|--------|---|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Disease of hip, in various stages, mostly healed | 2 | 3 | 5 | 13 | 11 | 24 |
| Disease of spine, in various stages, many healed | 4 | 5 | 9 | ..... | ..... | ..... |
| Contracted kneejoint . . . . . | ..... | 1 | 1 | 4 | 2 | 6 |
| Crippled from disease or injury of upper extremity | 1 | ..... | 1 | ..... | ..... | ..... |
| Crippled from disease or injury of lower extremity, not included in other groups | 1 | 1 | 2 | ..... | ..... | ..... |
| Leg amputated | 4 | 3 | 7 | 4 | 5 | 9 |
| Congenital absence of hand . . . . . | ..... | 1 | 1 | ..... | 2 | 2 |
| Infantile paralysis of lower extremity | 5 | ..... | 5 | ..... | ..... | ..... |
| Hemiplegia . . . . . | ..... | 2 | 2 | 7 | 5 | 12 |
| Paraplegia | 2 | 1 | 3 | ..... | ..... | ..... |
| Wry neck . . . . . | ..... | 1 | 1 | 1 | ..... | 1 |
| Disease of spine, in various stages, mostly healed . . . . | ..... | ..... | ..... | 9 | 6 | 15 |
| Crippled from disease or injury of upper extremity, not included in other groups . . . . . | ..... | ..... | ..... | 2 | 1 | 3 |
| Crippled from disease or injury of lower extremity . . . . | ..... | ..... | ..... | 3 | 2 | 5 |
| Arm amputated . . . . . | ..... | ..... | ..... | ..... | 1 | 1 |
| Congenital absence of greater part of upper extremity . . . . | ..... | ..... | ..... | ..... | ..... | ..... |
| Congenital defect in make of hand . . . . . | ..... | ..... | ..... | 2 | 1 | 3 |
| Infantile palsy of upper extremity . . . . . | ..... | ..... | ..... | 2 | 2 | 4 |
| Infantile palsy of lower extremity . . . . . | ..... | ..... | ..... | 7 | 2 | 9 |
| Congenital absence of foot . . . . . | ..... | ..... | ..... | 13 | 2 | 15 |
| Total | 19 | 18 | 37 | 67 | 43 | 110 |

PART IV.

TABLE 22.—Conditions of defective development. Percentages in cases seen in 20 districts. Public elementary schools (XXXV-C).

| Areas. | | Percentage of development conditions respectively upon number of children seen. | | | | | | | | | | | | Percentage of development conditions respectively upon the development cases. | | | | | | | | | | | | | | | | | | | | |
|---|--|---|--------|--------|-------------------|--------|--------|--------------------------|--------|--------|-------------|--------|--------|---|--------|--------|--|--------|--------|----------------------|--------|--------|-------------------|--------|--------|--------------------------|--------|--------|-------------|--------|--------|------------------------------|--|--|
| | | S | | | 9 | | | 10 | | | 11 | | | 12 | | | 3 | | | 8 | | | 9 | | | 10 | | | 11 | | | 12 | | |
| | | Cranial abnormality. | | | Palate defective. | | | External ears defective. | | | Epicanthis. | | | Other defect in development. | | | Percentage of development cases on total seen. | | | Cranial abnormality. | | | Palate defective. | | | External ears defective. | | | Epicanthis. | | | Other defect in development. | | |
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | | | |
| A. Kensington, Chelsea, and Pimlico..... | | 1,385 | 1,127 | 2,512 | 6.4 | 4.1 | 5.4 | 3.2 | 3.5 | 3.4 | 1.2 | 3.2 | 2.2 | 1.5 | 9.6 | 12.4 | 14.2 | 7.3 | 4.3 | 12.8 | 9.4 | 12.8 | 11.3 | 4.2 | 3.8 | 18.6 | 7.19 | 2.17 | 6.6 | | | | | |
| B. Marylebone..... | | 1,221 | 1,221 | 2,442 | 5.4 | 4.1 | 5.0 | 2.9 | 2.9 | 3.4 | 1.0 | 2.0 | 1.5 | 1.6 | 9.5 | 10.0 | 10.3 | 5.0 | 3.1 | 9.0 | 9.4 | 10.0 | 13.7 | 11.1 | 6.7 | 78.4 | 4.25 | 2.2 | 4.8 | | | | | |
| C. St. Pancras..... | | 779 | 621 | 1,399 | 4.4 | 3.4 | 4.0 | 2.7 | 2.5 | 2.6 | 1.5 | 1.5 | 1.5 | 1.5 | 3.8 | 3.8 | 4.0 | 2.8 | 2.8 | 3.4 | 3.8 | 3.4 | 2.3 | 2.3 | 1.6 | 25.8 | 2.74 | 1.8 | 4.8 | | | | | |
| D. Strand..... | | 483 | 452 | 935 | 7.6 | 6.5 | 8.1 | 6.1 | 7.3 | 3.0 | 6.2 | 0.0 | 3.7 | 0.9 | 8.2 | 2.1 | 4.9 | 11.5 | 10.5 | 5.48 | 6.1 | 5.55 | 5.7 | 10.5 | 4.16 | 0.34 | 0.57 | 1.9 | 0.8 | 1.1 | | | | |
| E. Clerkenwell..... | | 1,177 | 1,103 | 2,280 | 3.4 | 2.4 | 3.1 | 0.1 | 0.2 | 0.1 | 0.1 | 0.2 | 0.1 | 0.2 | 8.0 | 8.0 | 8.0 | 3.5 | 3.5 | 4.1 | 2.1 | 2.1 | 3.1 | 1.2 | 5.1 | 9.6 | 1.23 | 0.25 | 0.6 | | | | | |
| F. Islington..... | | 876 | 802 | 1,678 | 3.3 | 3.3 | 3.3 | 1.0 | 1.1 | 1.1 | 0.9 | 1.0 | 0.9 | 1.0 | 7.3 | 7.3 | 7.3 | 1.8 | 1.8 | 1.8 | 1.8 | 1.8 | 1.8 | 1.8 | 1.8 | 1.8 | 8.2 | 0.33 | 0.2 | 0.6 | | | | |
| G. City of London..... | | 321 | 890 | 1,211 | 2.7 | 4.6 | 3.7 | 2.2 | 2.2 | 2.2 | 1.0 | 1.0 | 1.0 | 1.0 | 11.8 | 11.8 | 11.8 | 6.2 | 6.2 | 6.2 | 4.4 | 4.4 | 4.4 | 2.2 | 2.2 | 12.0 | 0.66 | 0.25 | 0.7 | | | | | |
| H. Whitechapel..... | | 2,430 | 2,521 | 4,951 | 2.3 | 8.4 | 5.4 | 1.1 | 1.1 | 1.1 | 1.2 | 1.1 | 1.1 | 1.1 | 7.9 | 7.9 | 7.9 | 0.4 | 0.4 | 0.4 | 10.8 | 10.8 | 10.8 | 6.1 | 6.1 | 12.6 | 0.28 | 0.1 | 0.3 | | | | | |
| I. Stepney..... | | 846 | 807 | 1,653 | 5.4 | 2.4 | 3.8 | 1.3 | 1.3 | 1.3 | 2.2 | 2.2 | 2.2 | 2.2 | 11.8 | 11.8 | 11.8 | 2.4 | 2.4 | 2.4 | 13.0 | 13.0 | 13.0 | 1.7 | 1.7 | 18.7 | 0.15 | 0.0 | 0.1 | | | | | |
| J. St. George's-in-the-East..... | | 665 | 576 | 1,241 | 7.8 | 4.6 | 6.4 | 1.3 | 2.3 | 3.5 | 0.1 | 0.2 | 0.2 | 0.2 | 16.8 | 16.8 | 16.8 | 4.4 | 4.4 | 4.4 | 10.9 | 10.9 | 10.9 | 1.7 | 1.7 | 12.4 | 0.14 | 0.0 | 0.1 | | | | | |
| K. Bethnal Green..... | | 718 | 632 | 1,350 | 5.1 | 2.3 | 3.3 | 0.3 | 1.3 | 0.4 | 1.1 | 1.2 | 0.2 | 0.2 | 6.4 | 6.4 | 6.4 | 3.0 | 3.0 | 3.0 | 3.9 | 3.9 | 3.9 | 1.7 | 1.7 | 12.0 | 0.33 | 0.2 | 0.6 | | | | | |
| L. Hackney..... | | 330 | 206 | 536 | 5.9 | 0.6 | 1.5 | 2.5 | 3.4 | 3.3 | 0.1 | 0.0 | 0.1 | 0.1 | 11.5 | 11.5 | 11.5 | 5.7 | 5.7 | 5.7 | 10.3 | 10.3 | 10.3 | 5.4 | 5.4 | 16.7 | 0.20 | 0.1 | 0.2 | | | | | |
| M. Battersea..... | | 982 | 937 | 1,919 | 6.0 | 5.7 | 6.1 | 0.1 | 0.1 | 0.1 | 1.8 | 1.1 | 1.2 | 1.3 | 8.3 | 8.3 | 8.3 | 1.4 | 1.4 | 1.4 | 8.7 | 8.7 | 8.7 | 1.2 | 1.2 | 20.0 | 0.37 | 0.3 | 0.9 | | | | | |
| N. Camberwell, Walworth, and Stockwell..... | | 754 | 1,030 | 1,784 | 6.3 | 3.0 | 4.4 | 2.2 | 2.2 | 2.2 | 3.8 | 1.1 | 2.2 | 1.6 | 12.9 | 12.9 | 12.9 | 2.4 | 2.4 | 2.4 | 22.0 | 22.0 | 22.0 | 1.3 | 1.3 | 30.2 | 0.26 | 0.2 | 0.6 | | | | | |
| O. Bermondsey and St. Saviour's..... | | 1,135 | 773 | 1,908 | 6.2 | 3.6 | 5.1 | 2.2 | 1.2 | 1.8 | 7.0 | 5.2 | 4.1 | 4.1 | 16.1 | 16.1 | 16.1 | 5.1 | 5.1 | 5.1 | 16.2 | 16.2 | 16.2 | 7.4 | 7.4 | 38.5 | 0.29 | 0.3 | 0.9 | | | | | |
| P. Deptford, Greenwich, and Woolwich..... | | 1,347 | 1,221 | 2,568 | 7.5 | 3.4 | 5.2 | 0.1 | 0.2 | 0.2 | 6.0 | 9.1 | 4.1 | 3.1 | 4.2 | 4.2 | 4.2 | 5.2 | 5.2 | 5.2 | 9.3 | 9.3 | 9.3 | 1.4 | 1.4 | 27.5 | 0.25 | 0.8 | 2.5 | | | | | |
| Q. Lewisham..... | | 450 | 403 | 853 | 1.6 | 0.4 | 1.1 | 1.6 | 1.1 | 1.3 | 1.0 | 1.8 | 0.1 | 0.1 | 7.2 | 7.2 | 7.2 | 0.1 | 0.1 | 0.1 | 5.4 | 5.4 | 5.4 | 0.1 | 0.1 | 17.0 | 0.17 | 0.0 | 0.1 | | | | | |
| R. Gullford..... | | 364 | 311 | 675 | 4.9 | 5.5 | 4.9 | 2.0 | 2.1 | 2.1 | 4.0 | 8.0 | 6.0 | 7.2 | 2.2 | 2.2 | 2.2 | 3.6 | 3.6 | 3.6 | 4.1 | 4.1 | 4.1 | 7.9 | 7.9 | 32.0 | 0.33 | 0.2 | 0.6 | | | | | |
| S. Croydon..... | | 801 | 632 | 1,433 | 5.0 | 2.3 | 3.7 | 2.1 | 2.1 | 2.1 | 1.5 | 0.0 | 0.8 | 2.3 | 1.1 | 1.1 | 1.1 | 1.8 | 1.8 | 1.8 | 6.7 | 6.7 | 6.7 | 1.3 | 1.3 | 20.2 | 0.20 | 0.1 | 0.2 | | | | | |
| T. Weybridge District. | | 1,079 | 906 | 1,985 | 7.3 | 7.3 | 7.3 | 2.2 | 0.2 | 0.3 | 2.0 | 5.2 | 0.2 | 0.2 | 8.2 | 8.2 | 8.2 | 4.5 | 4.5 | 4.5 | 17.4 | 17.4 | 17.4 | 6.2 | 6.2 | 22.0 | 0.21 | 0.7 | 2.1 | | | | | |
| Total cases seen | | 18,137 | 16,854 | 34,991 | 5.0 | 4.3 | 4.6 | 2.4 | 1.9 | 2.3 | 4.9 | 2.2 | 2.3 | 2.3 | 8.2 | 8.2 | 8.2 | 5.1 | 5.1 | 5.1 | 14.0 | 14.0 | 14.0 | 1.6 | 1.6 | 23.8 | 0.28 | 0.8 | 2.8 | | | | | |

This table represents the distribution of cases of "some defects in development." (See column No. 8 in the centre of the table.) Next it shows the ratio of each defect upon the number seen in each area. (See columns 8 to 12 on the left hand.) It shows also the ratio of each defect upon the cases of mal-development. (See columns 8 to 12 on the right hand.) It must be observed: (1) That the data contained in the table are necessarily limited. The children examined in the several areas were comparatively but a small proportion of the child-population of each district. (2) That in order to draw final conclusions as to the causation of defects and their distribution in various locations, a much larger number of children must be seen.

NOTE.—Letters in first column refer to the groups in Table 35. A is a wealthy district. G and D are districts among high block buildings. As to these children see paper appended from the transactions of the sanitary institute. S, a town 12 miles from London, surrounded by country. R and T are rural districts. The poorer districts and those middle class are indicated by reference to the key on table.

TABLE 23.—Showing distribution of certain conditions, and combinations of conditions in 20 districts.

| Districts. | Small heads. | | | Small children. | | | Rachitic children. | | | Development cases with nerve signs. | | | Development cases without nerve signs. | | | Nerve cases without development defects. | | | Development cases with nerve signs and low nutrition. | | |
|---|--------------|--------|--------|-----------------|--------|--------|--------------------|--------|--------|-------------------------------------|--------|--------|--|--------|--------|--|--------|--------|---|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| A. Kensington, Chelsea, and Pimlico..... | 21 | 22 | 43 | 9 | 3 | 12 | 6 | 6 | 12 | 120 | 62 | 182 | 89 | 47 | 136 | 60 | 56 | 116 | 34 | 2 | 36 |
| B. Marylebone..... | 6 | 31 | 37 | 11 | 14 | 25 | 13 | 6 | 19 | 85 | 63 | 148 | 56 | 53 | 109 | 35 | 50 | 85 | 30 | 24 | 54 |
| C. St. Pancras..... | 7 | 18 | 25 | 4 | 4 | 8 | 6 | 0 | 6 | 58 | 37 | 95 | 67 | 33 | 100 | 48 | 22 | 70 | 14 | 13 | 27 |
| D. Strand..... | 7 | 32 | 39 | 0 | 2 | 2 | 4 | 0 | 4 | 18 | 23 | 41 | 29 | 29 | 58 | 20 | 12 | 32 | 5 | 11 | 16 |
| E. Clerkenwell..... | 32 | 45 | 77 | 19 | 6 | 25 | 3 | 0 | 3 | 42 | 37 | 79 | 84 | 51 | 135 | 66 | 59 | 125 | 14 | 13 | 27 |
| F. Islington..... | 12 | 29 | 41 | 3 | 11 | 14 | 5 | 0 | 5 | 31 | 15 | 46 | 41 | 38 | 79 | 59 | 20 | 79 | 6 | 5 | 11 |
| G. City of London..... | 4 | 36 | 40 | 2 | 15 | 17 | 6 | 1 | 7 | 13 | 47 | 60 | 24 | 24 | 48 | 23 | 24 | 47 | 3 | 17 | 20 |
| H. Whitechapel..... | 24 | 67 | 91 | 20 | 15 | 35 | 18 | 4 | 22 | 130 | 82 | 212 | 120 | 118 | 238 | 139 | 117 | 256 | 30 | 24 | 54 |
| I. Stepney..... | 8 | 18 | 26 | 1 | 3 | 4 | 11 | 2 | 13 | 66 | 52 | 118 | 51 | 44 | 95 | 35 | 56 | 91 | 20 | 31 | 51 |
| J. St. George's-in-the-East..... | 7 | 17 | 24 | 10 | 10 | 20 | 1 | 0 | 1 | 73 | 39 | 112 | 39 | 24 | 63 | 53 | 24 | 77 | 27 | 20 | 47 |
| K. Bethnal Green..... | 8 | 2 | 10 | 6 | 1 | 7 | 3 | 1 | 4 | 59 | 25 | 84 | 49 | 15 | 64 | 52 | 19 | 71 | 15 | 7 | 22 |
| L. Hackney..... | 9 | 18 | 27 | 1 | 5 | 6 | 1 | 0 | 1 | 20 | 9 | 29 | 17 | 16 | 33 | 20 | 6 | 26 | 4 | 4 | 8 |
| M. Battersea..... | 30 | 50 | 80 | 18 | 15 | 33 | 8 | 0 | 8 | 52 | 33 | 85 | 86 | 51 | 137 | 48 | 25 | 73 | 16 | 11 | 27 |
| N. Camberwell, Walworth, and Stockwell..... | 10 | 29 | 39 | 4 | 8 | 12 | 2 | 2 | 4 | 47 | 31 | 78 | 47 | 55 | 102 | 26 | 82 | 108 | 15 | 19 | 34 |
| O. Bermondsey and St. Saviour's..... | 2 | 23 | 25 | 13 | 2 | 15 | 10 | 0 | 10 | 92 | 20 | 112 | 62 | 34 | 96 | 70 | 28 | 98 | 21 | 12 | 33 |
| P. Deptford, Greenwich, and Woolwich..... | 16 | 53 | 69 | 8 | 14 | 22 | 3 | 0 | 3 | 55 | 53 | 108 | 75 | 61 | 136 | 65 | 60 | 125 | 11 | 21 | 22 |
| Q. Lewisham..... | 7 | 25 | 32 | 4 | 0 | 4 | 1 | 0 | 1 | 21 | 13 | 34 | 24 | 24 | 48 | 22 | 11 | 33 | 0 | 4 | 5 |
| R. Guildford..... | 3 | 17 | 20 | 2 | 5 | 7 | 2 | 0 | 2 | 19 | 6 | 25 | 19 | 18 | 37 | 17 | 9 | 26 | 1 | 3 | 4 |
| S. Croydon..... | 11 | 16 | 27 | 1 | 4 | 5 | 3 | 1 | 4 | 45 | 20 | 65 | 64 | 24 | 88 | 24 | 23 | 47 | 11 | 7 | 18 |
| T. Weybridge District..... | 9 | 32 | 41 | 3 | 5 | 8 | 2 | 0 | 2 | 54 | 24 | 78 | 72 | 51 | 123 | 41 | 20 | 61 | 7 | 12 | 19 |

NOTE.—Letters in first column refer to groups in Table 35.

TABLE 24.—Conditions of defective development; percentage of defects on total number of children seen in union district schools—Poor law schools.

| Reference No. | Schools. | Number of children seen. | | | 8 Cranial abnormality. | | | 9 Palate defective. | | | 10 External ear defective. | | | 11 Epicanthis. | | | 12 Other defect in development. | | | 13 Percentage of development cases on total number seen. | | | |
|---------------|-------------------------------|--------------------------|--------|--------|---------------------------|--------|--------|------------------------|--------|--------|-------------------------------|--------|--------|-------------------|--------|--------|------------------------------------|--------|--------|---|------|------|---|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | | | | |
| XIX... | Sutton..... | 994 | 750 | 1,744 | 6.9 | 4.6 | 5.9 | 5.2 | 21.7 | 3.8 | 5.4 | 2.8 | 4.3 | 2.7 | 3.2 | 2.9 | 2.5 | 2.2 | 2.4 | 16.2 | 10.2 | 13.5 | |
| II.... | Banstead.... | 288 | 197 | 485 | 4.8 | 1.5 | 3.5 | 2.7 | 6.6 | 4.3 | 3.8 | 2.5 | 3.3 | 1.7 | 3.5 | 2.4 | 4.1 | 3.5 | 3.9 | 12.5 | 13.7 | 13.0 | |
| I..... | Anerley..... | 435 | 319 | 754 | 6.9 | 3.4 | 5.4 | 4.1 | 8.4 | 7.3 | 0.5 | 0.4 | 0.4 | 6.9 | 2.2 | 1.4 | 3.2 | 3.7 | 3.4 | 13.5 | 13.4 | 13.2 | |
| VI.... | Forest gate. | 285 | 229 | 514 | 2.4 | 5.2 | 3.6 | 3.1 | 7.0 | 4.8 | 3.5 | 2.2 | 3.0 | 2.4 | 4.3 | 3.3 | 4.6 | 3.5 | 4.0 | 12.2 | 15.2 | 13.5 | |
| VII... | Hanwell (1889). | 637 | 440 | 1,077 | 5.0 | 3.2 | 1.9 | 2.2 | 21.6 | 1.9 | 1.1 | .5 | .8 | 1.4 | .5 | 1.0 | 2.6 | 1.3 | 2.1 | 8.1 | 5.9 | 7.2 | |
| X..... | Leavesden.. | 376 | 264 | 640 | 7.4 | 1.9 | 5.1 | 12.6 | 1.8 | 2.3 | 5.0 | 3.0 | 4.2 | 2.1 | 1.8 | 2.0 | 3.2 | 4.1 | 3.6 | 13.3 | 10.9 | 12.3 | |
| XII... | Mitcham.... | 292 | 188 | 480 | 9.6 | 3.7 | 7.3 | 3.7 | 2.6 | 3.3 | 3.4 | 1.0 | 2.5 | 2.7 | 2.1 | 2.5 | 6.1 | 5.3 | 5.8 | 17.4 | 10.6 | 15.0 | |
| XIV... | Plashet.... | 123 | 75 | 198 | 3.2 | 2.6 | 3.0 | 4.0 | 2.6 | 3.5 | 4.8 | 0.3 | 0.3 | 2.2 | 2.6 | 3.0 | 3.2 | 3.0 | 3.5 | 15.4 | 10.6 | 13.6 | |
| V..... | Chase Farm (Enfield). | 210 | 146 | 347 | 6.0 | 4.8 | 5.4 | 7.4 | 6.8 | 7.2 | 4.0 | 3.4 | 3.7 | .5 | 3.4 | 1.7 | 4.0 | 6.1 | 4.9 | 16.4 | 16.4 | 16.4 | |
| VIII... | Isleworth... | 143 | 106 | 249 | 7.6 | 5.0 | 6.4 | 3.5 | 3.7 | 3.6 | 6.3 | 1.0 | 4.0 | 2.8 | 1.0 | 2.0 | 4.8 | 4.7 | 4.8 | 20.2 | 13.2 | 17.2 | |
| IV.... | Edmonton... | 122 | 125 | 247 | 9.0 | .8 | 4.8 | 5.7 | 4.8 | 5.2 | 6.5 | .8 | 3.6 | 5.7 | 6.4 | 6.0 | 6.5 | 4.0 | 3.2 | 21.3 | 15.2 | 18.2 | |
| XIII... | Mile End.... | 206 | 133 | 359 | 2.4 | 5.2 | 3.6 | 2.0 | 1.3 | 1.6 | 1.0 | 1.3 | 1.1 | 1.0 | 1.3 | 1.3 | 0.0 | 2.6 | 2.7 | 8.7 | 9.1 | 8.9 | |
| III.... | Brentwood... | 279 | 202 | 481 | 8.2 | 4.4 | 6.6 | 3.5 | 4.0 | 3.9 | 8.0 | 4.0 | 6.2 | 2.8 | 2.5 | 2.7 | 7.5 | 3.9 | 5.8 | 21.5 | 12.8 | 17.8 | |
| XI... | Leytonstone | 307 | 220 | 527 | 4.2 | 2.3 | 3.4 | 2.6 | 3.6 | 3.0 | 4.5 | 1.7 | 3.4 | 2.6 | 6.4 | 0.5 | 5.0 | 10.4 | 7.1 | 6.1 | 9.0 | 15.9 | |
| IX.... | Islington... | 220 | 196 | 416 | 6.0 | 13.2 | 9.3 | 3.1 | 4.5 | 3.8 | 1.3 | 0.7 | .9 | 1.5 | 1.2 | 4.5 | 10.2 | 2.7 | 2.3 | 11.7 | 8.1 | 12.9 | |
| XV... | Marylebone (Southall). | 175 | 138 | 313 | 10.3 | 7.9 | 9.2 | 4.5 | 2.1 | 3.5 | 2.2 | 0.1 | 2.2 | 2.7 | 1.6 | 8.5 | 1.4 | 5.4 | 21.1 | 8.0 | 15.6 | | |
| XVI... | St. Edward's (Totteridge). | 0 | 199 | 199 | 0 | 10.0 | 10.0 | 0 | 3.5 | 3.5 | 0 | 2.0 | 2.0 | 0 | 1.0 | 1.0 | 0 | 5.5 | 5.5 | 0 | 13.0 | 13.0 | 0 |
| XVII... | St. Mary's (North Hyde). | 591 | 0 | 591 | 9.3 | 0 | 9.3 | 3.5 | 0 | 5.5 | 7.2 | 0 | 7.2 | .7 | 0 | .7 | 6.4 | 0 | 6.4 | 19.6 | 0 | 19.6 | |
| XVIII | St. Vincent's (Mill Hill). | 210 | 0 | 210 | 6.6 | 0 | 6.6 | .5 | 0 | .5 | 1.9 | 0 | 1.9 | 5.7 | 0 | 5.7 | 5.2 | 0 | 4.2 | 15.7 | 0 | 15.7 | |
| | Totals. | ... | ... | ..... | 6.5 | 4.3 | 5.6 | 3.6 | 3.6 | 3.6 | 4.3 | 2.5 | 3.4 | 2.1 | 2.5 | 2.2 | 4.3 | 4.0 | 4.2 | 15.0 | 12.0 | 14.8 | |

α The palate was examined in each child except in these two schools, where it was examined in some cases only.

TABLE 25.—Arranged to compare conditions of children in groups of day schools corresponding in area with certain poor law schools respectively; percentage of children presenting each department respectively, taken on the number of children seen.

| Reference No. | Reference to union. | Reference to the locality and area | Number seen in the area. | | | Development cases on total number seen. | | | Cranial abnormalities. | | |
|-------------------|--------------------------------------|------------------------------------|--------------------------|--------|--------|---|--------|--------|------------------------|--------|--------|
| | | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| XIX..... | Sutton | I; O; LX; LXXVIII. | 2,580 | 2,136 | 4,716 | 14.4 | 10.0 | 12.4 | 8.3 | 6.5 | 7.5 |
| II | Banstead..... | A..... | 1,385 | 1,127 | 2,512 | 15.0 | 9.6 | 12.6 | 6.4 | 4.1 | 5.4 |
| I | Anerloy..... | M. 2..... | 1,432 | 1,360 | 2,792 | 12.7 | 8.8 | 10.8 | 5.1 | 5.0 | 5.5 |
| VI | Forest Gate..... | H..... | 2,430 | 2,521 | 4,951 | 10.2 | 7.9 | 9.0 | 4.2 | 3.8 | 4.0 |
| VII..... | Hanwell (1889) .. | G; LXXIX; LXXIV. | 705 | 958 | 1,663 | 11.7 | 12.4 | 12.0 | 6.1 | 7.5 | 6.8 |
| X..... | Leavesden..... | C..... | 779 | 624 | 1,403 | 15.7 | 11.2 | 13.6 | 4.2 | 4.4 | 4.3 |
| XII | Miltcham..... | E..... | 1,177 | 1,103 | 2,280 | 10.7 | 8.0 | 9.3 | 5.3 | 4.2 | 4.8 |
| XIV | Plasnet..... | J..... | 665 | 576 | 1,241 | 16.8 | 10.9 | 14.1 | 7.8 | 4.8 | 6.4 |
| V..... | Chase Farm (Enfield). | CII..... | 49 | 345 | 394 | 6.1 | 5.5 | 5.6 | 4.0 | 2.8 | 3.0 |
| IV..... | Edmonton..... | D..... | 484 | 452 | 936 | 9.7 | 11.5 | 10.5 | 4.7 | 6.6 | 5.8 |
| III | Brentwood..... | L..... | 330 | 206 | 536 | 11.2 | 12.5 | 11.5 | 4.5 | 9.0 | 6.1 |
| XI | Leytonstone..... | K..... | 718 | 632 | 1,350 | 15.0 | 6.3 | 10.9 | 5.1 | 1.2 | 3.3 |
| IX..... | Islington..... | F..... | 876 | 802 | 1,678 | 8.2 | 6.6 | 7.4 | 3.0 | 3.8 | 3.3 |
| XV..... | Marlyebone (Southall) | B..... | 1,214 | 1,221 | 2,435 | 11.6 | 9.5 | 10.5 | 5.9 | 4.1 | 5.0 |
| XVI, XVII, XVIII. | Irish poor law schools. ^a | ..... | 317 | 293 | 610 | 14.8 | 10.9 | 12.9 | 8.5 | 4.0 | 6.3 |

| Reference No. | Palate defective. | | | External ear defective. | | | Epicanthis. | | | Other defect in development. | | |
|-----------------------|-------------------|--------|--------|-------------------------|--------|--------|-------------|--------|--------|------------------------------|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| XIX..... | 3.9 | 3.9 | 3.9 | 5.3 | 1.5 | 3.4 | 2.7 | 2.4 | 2.5 | 4.5 | 3.4 | 4.0 |
| II | 3.6 | 2.9 | 3.3 | 5.0 | 1.2 | 3.3 | 2.0 | 2.8 | 2.3 | 2.4 | 1.8 | 2.2 |
| I | 2.3 | .8 | 1.6 | 2.2 | .4 | 1.3 | 2.7 | 1.1 | 2.0 | 3.3 | 2.5 | 2.9 |
| VI | 1.9 | 1.7 | 1.7 | 3.0 | 1.1 | 2.0 | 1.1 | 1.1 | 1.1 | 2.4 | 1.8 | 2.1 |
| VII | 1.7 | 3.3 | 2.5 | 3.4 | .5 | 2.0 | 1.4 | 1.1 | 1.3 | 3.2 | 3.1 | 3.1 |
| X..... | 4.6 | 3.2 | 3.9 | 5.5 | 1.4 | 3.6 | 3.8 | 2.7 | 3.3 | 3.8 | 2.8 | 3.4 |
| XII | 1.5 | 1.0 | 1.2 | 2.1 | .9 | 1.5 | 1.1 | 1.1 | 1.1 | 2.8 | 1.9 | 2.3 |
| XIV | 1.9 | 2.7 | 2.3 | 5.8 | 1.5 | 3.8 | 3.0 | 1.9 | 2.4 | 4.0 | 5.2 | 4.5 |
| V..... | .8 | .7 | .7 | .2 | .2 | .2 | 2.0 | .2 | .5 | ..... | 1.7 | 1.7 |
| IV..... | 1.6 | 1.7 | 1.7 | 3.3 | .6 | 2.5 | .6 | 1.3 | .9 | .8 | 2.2 | 1.4 |
| III | 5.5 | 2.5 | 4.3 | 3.9 | 1.4 | 3.0 | .6 | 1.0 | .7 | 1.8 | 2.5 | 2.0 |
| XI | 2.0 | 3.1 | 3.1 | 4.4 | 1.1 | 3.0 | 2.6 | 1.2 | 2.0 | 3.0 | 2.0 | 2.5 |
| IX..... | 1.6 | 0.7 | 1.1 | 1.3 | .6 | 1.0 | 2.0 | .9 | 1.4 | 2.0 | 2.6 | 2.3 |
| XV..... | 2.9 | 2.9 | 2.9 | 3.1 | .9 | 2.0 | 1.1 | 1.3 | 1.2 | 2.0 | 3.2 | 2.6 |
| XVI, XVII, XVIII..... | 1.2 | 2.7 | 1.9 | 5.9 | 1.0 | 3.6 | 2.2 | 2.0 | 2.1 | 4.7 | 5.9 | 5.2 |

^a For these poor law schools no corresponding schools except LXIX.

TABLE 26.—Giving general analysis of conditions of children, arranged as to residence, social position, and nationality, on percentages taken in number of children seen.

| Reference Nos. | Groups of schools. | Number of children seen. | | | Children noted. | | | Development cases. | | |
|-----------------|---|--------------------------|--------|--------|-----------------|--------|--------|--------------------|--------|--------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| I-XIX..... | Poor law schools..... | 5,884 | 3,947 | 9,831 | 22.6 | 17.3 | 20.5 | 15.0 | 12.2 | 13.8 |
| XX-XXVIII..... | Certified industrial schools..... | 1,588 | 1,407 | 1,995 | 31.4 | 22.3 | 29.6 | 20.7 | 15.2 | 19.6 |
| XXIX-XXXIV..... | Homes and orphanages..... | 774 | 1,049 | 1,823 | 22.2 | 17.7 | 19.6 | 13.8 | 12.7 | 13.2 |
| I-XXXIV..... | Resident schools..... | 8,246 | 5,403 | 13,649 | 24.1 | 17.7 | 21.6 | 16.6 | 12.4 | 14.6 |
| XXXV-CVI..... | Day schools..... | 18,638 | 17,740 | 36,378 | 19.1 | 14.9 | 17.4 | 12.2 | 8.8 | 10.6 |
| | Selected better class day schools (see key)..... | 5,281 | 4,934 | 10,215 | 21.2 | 16.1 | 18.7 | 14.3 | 8.5 | 11.5 |
| | Lower class day schools..... | 13,357 | 12,806 | 26,163 | 18.3 | 14.4 | 16.4 | 11.4 | 8.9 | 10.2 |
| | English children in day schools..... | 16,932 | 15,875 | 32,807 | 19.2 | 14.9 | 17.1 | 12.5 | 9.0 | 10.8 |
| LXI-LXIa..... | Jewish children in day schools..... | 1,389 | 1,572 | 2,961 | 17.7 | 13.8 | 15.7 | 8.3 | 6.8 | 7.5 |
| | Irish children in resident schools and school LXIX (see key)..... | 1,694 | 595 | 2,289 | 34.5 | 19.3 | 30.5 | 22.4 | 12.9 | 19.9 |
| LXIX-I-CVI..... | For all schools..... | 26,884 | 23,143 | 50,027 | 20.7 | 15.5 | 18.3 | 13.4 | 9.1 | 11.6 |

| Reference Nos. | Groups of schools. | Nerve cases. | | | Cases with low nutrition. | | | Children reported dull. | | | Eye cases. | | |
|-----------------|---|--------------|--------|--------|---------------------------|--------|--------|-------------------------|--------|--------|------------|--------|--------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| I-XIX..... | Poor law schools..... | 15 | 9.8 | 12.9 | 4.0 | 2.3 | 3.3 | 8.5 | 7.1 | 8 | 3.4 | 2.8 | 3.2 |
| XX-XXVIII..... | Certified industrial schools..... | 20.8 | 14 | 19.4 | 2.5 | 6.8 | 3.4 | 14 | 11.5 | 13.5 | 3.4 | 4.9 | 3.7 |
| XXIX-XXXIV..... | Homes and orphanages..... | 14.4 | 10.6 | 12.2 | 1.8 | 3.3 | 2.6 | 8.7 | 10.7 | 9.9 | 3.6 | 2.5 | 3 |
| I-XXXIV..... | Resident schools..... | 16.1 | 10.3 | 13.8 | 3.5 | 2.8 | 3.2 | 9.7 | 8.1 | 9 | 3.4 | 2.9 | 3.2 |
| XXXV-CVI..... | Day schools..... | 11.1 | 8.6 | 9.8 | 3.9 | 4.6 | 4.2 | 7.5 | 5.7 | 6.6 | 2.9 | 2.6 | 2.8 |
| | Selected better class day schools (see key)..... | 12.2 | 10.5 | 11.6 | 4.8 | 5.6 | 5.2 | 8.7 | 5.8 | 7.6 | 3.1 | 2.9 | 3 |
| | Lower class day schools..... | 10.5 | 7.7 | 9.1 | 3.6 | 4.2 | 3.9 | 7.1 | 5.7 | 6 | 2.8 | 2.5 | 2.7 |
| | English children in day schools..... | 10.9 | 8.5 | 9.7 | 3.9 | 4.7 | 4.3 | 7.8 | 5.7 | 6.8 | 2.8 | 2.6 | 2.7 |
| LXI-LXIa..... | Jewish children in day schools..... | 11.1 | 8.3 | 9.6 | 3 | 2.4 | 2.7 | 4.6 | 5.6 | 5.1 | 3.3 | 2.7 | 3 |
| | Irish children in resident schools and school LXIX (see key)..... | 25.6 | 11.9 | 22.1 | 4.9 | 5.8 | 5.5 | 14.3 | 9.7 | 13.1 | 4.8 | 4.5 | 4.7 |
| LXIX-I-CVI..... | For all schools..... | 12.6 | 8.9 | 10.9 | 3.8 | 4.2 | 4 | 8.2 | 6.3 | 7.3 | 3.1 | 2.3 | 2.9 |

KEY.—Twenty selected better class day schools: XXXV, XXXVI, XXXVII, XXXVIII, XXXIX, XL, XLII, XLIV, XLVI, XLVII, XLVIII, XLIX, LXXX, LXXXIII, LXXXIV, XCH-C, CI, CII, CVI. Eight schools containing almost exclusively Irish children: XVI, XVII, XVIII, XXV, XXVI, XXVII, XXVIII, LXIX. Fifty-two lower-class schools: XLI, XLIII, XLV, L, LXXIX, LXXXI, LXXXII, LXXXV, XCH, XCIV, XCIX, CIII, CIV, CV.

TABLE 27.—*Showing distribution of certain conditions and combinations of conditions in various groups of schools.*

| Reference Nos. | Groups of schools. | Number of children seen. | | | Small heads. | | | Small children. | | |
|----------------|--|--------------------------|--------|--------|--------------|--------|--------|-----------------|--------|--------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| I-XIX..... | Poor-law schools..... | 5,884 | 3,947 | 9,831 | 42 | 67 | 109 | 41 | 48 | 89 |
| XX-XXVIII..... | Certified industrial schools. | 1,588 | 407 | 1,995 | 24 | 26 | 50 | 21 | 6 | 27 |
| XXIX-XXXIV... | Homes and orphanages | 774 | 1,049 | 1,823 | 14 | 53 | 67 | 3 | 9 | 12 |
| I-XXXIV..... | Resident schools..... | 8,246 | 5,403 | 13,649 | 80 | 146 | 226 | 65 | 63 | 128 |
| XXXV-CVI..... | Day schools..... | 18,638 | 17,740 | 36,378 | 247 | 592 | 839 | 144 | 146 | 290 |
| | Selected better class day schools. | 5,281 | 4,934 | 10,215 | 60 | 112 | 172 | 30 | 27 | 57 |
| | The remainder of the day schools. | 13,357 | 12,806 | 26,163 | 187 | 480 | 667 | 114 | 119 | 233 |
| | Day schools not containing mostly Irish or Jew children. | 16,932 | 15,875 | 32,807 | 239 | 551 | 781 | 126 | 131 | 257 |
| LXI-LXIa..... | Jewish children..... | 1,389 | 1,572 | 2,961 | 15 | 35 | 50 | 15 | 12 | 27 |
| | All Irish children..... | 1,694 | 595 | 2,289 | 13 | 14 | 27 | 15 | 5 | 20 |
| LXIX..... | Irish day school..... | 317 | 293 | 610 | 2 | 6 | 8 | 3 | 3 | 6 |
| I-CVI..... | All schools..... | 26,884 | 23,143 | 50,027 | 327 | 738 | 1,065 | 209 | 209 | 418 |

| Reference Nos. | Groups of schools. | Children with rickets. | | | Development cases with nerve signs. | | | Development cases without nerve signs. | | |
|----------------|--|------------------------|--------|--------|-------------------------------------|--------|--------|--|--------|--------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| I-XIX..... | Poor-law schools..... | 38 | 12 | 50 | 543 | 248 | 791 | 345 | 227 | 572 |
| XX-XXVIII..... | Certified industrial schools. | 5 | ..... | 5 | 200 | 37 | 237 | 129 | 25 | 154 |
| XXIX-XXXIV... | Homes and orphanages | 1 | 4 | 5 | 77 | 68 | 145 | 30 | 66 | 96 |
| I-XXXIV..... | Resident schools..... | 44 | 16 | 60 | 820 | 353 | 1,173 | 504 | 318 | 822 |
| XXXV-CVI..... | Day schools..... | 113 | 23 | 136 | 1,155 | 743 | 1,898 | 1,137 | 821 | 1,958 |
| | Selected better class day schools. | 32 | 13 | 45 | 370 | 228 | 598 | 386 | 191 | 577 |
| | The remainder of the day schools. | 81 | 10 | 91 | 785 | 515 | 1,300 | 751 | 630 | 1,381 |
| | Day schools not containing mostly Irish or Jew children. | 106 | 22 | 128 | 1,055 | 675 | 1,730 | 1,075 | 749 | 1,824 |
| LXI-LXIa..... | Jewish children..... | 7 | 1 | 8 | 62 | 46 | 108 | 53 | 62 | 115 |
| | All Irish children..... | 13 | 1 | 14 | 280 | 35 | 315 | 100 | 42 | 142 |
| LXIX..... | Irish day school..... | ..... | ..... | ..... | 38 | 22 | 60 | 9 | 10 | 19 |
| I-CVI..... | All schools..... | 157 | 39 | 196 | 1,975 | 1,096 | 3,071 | 1,641 | 1,139 | 2,780 |

| Reference Nos. | Groups of schools. | Nerve cases without development defects. | | | Development cases with nerve signs and low nutrition. | | | Development cases. | | |
|----------------|--|--|--------|--------|---|--------|--------|--------------------|--------|--------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| I-XIX..... | Poor-law schools..... | 346 | 140 | 486 | 95 | 47 | 142 | 888 | 475 | 1,363 |
| XX-XXVIII..... | Certified industrial schools. | 132 | 20 | 152 | 20 | 14 | 34 | 329 | 62 | 391 |
| XXIX-XXXIV... | Homes and orphanages | 35 | 44 | 79 | 4 | 15 | 19 | 107 | 134 | 241 |
| I-XXXIV..... | Resident schools..... | 513 | 204 | 717 | 119 | 76 | 195 | 1,324 | 671 | 1,995 |
| XXXV-CVI..... | Day schools..... | 925 | 774 | 1,699 | 293 | 305 | 598 | 2,292 | 1,564 | 3,856 |
| | Selected better class day schools. | 238 | 269 | 507 | 107 | 94 | 201 | 756 | 419 | 1,175 |
| | The remainder of the day schools. | 687 | 505 | 1,192 | 186 | 211 | 397 | 1,536 | 1,145 | 2,681 |
| | Day schools not containing mostly Irish or Jew children. | 805 | 675 | 1,480 | 269 | 284 | 553 | 2,130 | 1,424 | 3,554 |
| LXI-LXIa..... | Jewish children..... | 93 | 86 | 179 | 12 | 9 | 21 | 115 | 108 | 223 |
| | All Irish children..... | 156 | 48 | 204 | 39 | 17 | 56 | 380 | 77 | 457 |
| LXIX..... | Irish day school..... | 27 | 13 | 40 | 12 | 12 | 24 | 47 | 32 | 79 |
| I-CVI..... | All schools..... | 1,438 | 978 | 2,416 | 412 | 381 | 793 | 3,616 | 2,235 | 5,851 |

TABLE 28.—*Showing distribution of certain conditions and combinations of conditions in various groups of schools, given as percentages upon the number of children seen.*

| Reference Nos. | Groups of schools. | Small heads. | | | Small children. | | | Children with rickets. | | |
|----------------|--------------------------------------|--------------|--------|--------|-----------------|--------|--------|------------------------|--------|--------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| I-XIX..... | Poor-law schools..... | .7 | 1.6 | 1.1 | .7 | 1.2 | .9 | .6 | .3 | .5 |
| XX-XXVIII..... | Certified industrial schools. | 1.5 | 6.3 | 2.5 | 1.3 | 1.4 | 1.3 | .3 | ..... | .2 |
| XXIX-XXIV..... | Homes and orphanages. | 1.8 | 5 | 3.6 | .4 | .8 | .6 | .1 | .4 | .2 |
| I-XXXIV..... | Resident schools..... | .9 | 2.7 | 1.6 | .7 | 1.1 | .9 | .5 | .3 | .4 |
| XXXV-CVI..... | Day schools..... | 1.3 | 3.3 | 2.3 | .7 | .8 | .7 | .6 | .1 | .3 |
| | Selected better class day schools. | 1.1 | 2.2 | 1.6 | .5 | .5 | .5 | .5 | .2 | .4 |
| | Day schools of average social class. | 1.3 | 3.7 | 2.5 | .8 | .9 | .8 | .6 | .07 | .3 |
| | Day schools, English.. | 1.3 | 3.4 | 2.3 | .7 | .8 | .7 | .6 | .1 | .3 |
| LXI-LXI a..... | Jewish children..... | 1 | 2.2 | 1.6 | 1 | .7 | .9 | .5 | .06 | .2 |
| | Irish children..... | .7 | 2.3 | 1.1 | .8 | .8 | .8 | .7 | .1 | .6 |
| LXIX..... | Irish day school..... | .6 | 2 | 1.3 | .9 | 1 | 1 | ..... | ..... | ..... |
| I-CVI..... | All schools..... | 1.2 | 3.2 | 2.1 | .8 | .9 | .8 | .5 | .1 | .3 |

| Reference Nos. | Groups of schools. | Development cases with nerve signs. | | | Development cases without nerve signs. | | | Nerve cases without development defects. | | | Development cases with nerve signs and low nutrition. | | |
|-----------------|--------------------------------------|-------------------------------------|--------|--------|--|--------|--------|--|--------|--------|---|--------|--------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| I-XIX..... | Poor-law schools..... | 9.2 | 6.2 | 8.0 | 5.8 | 5.7 | 5.8 | 5.8 | 3.5 | 4.9 | 1.6 | 1.1 | 1.4 |
| XX-XXVIII..... | Certified industrial schools. | 12.5 | 9 | 11.8 | 8.1 | 6.1 | 7.7 | 8.3 | 4.9 | 7.6 | 1.2 | 3.4 | 1.7 |
| XXIX-XXXIV..... | Homes and orphanages. | 9.9 | 6.4 | 7.9 | 3.9 | 6.2 | 5.2 | 4.5 | 4.1 | 4.3 | .5 | 1.4 | 1 |
| I-XXXIV..... | Resident schools..... | 9.9 | 6.5 | 8.5 | 6.1 | 5.8 | 6 | 6.2 | 3.7 | 5.2 | 1.4 | 1.4 | 1.4 |
| XXXV-CVI..... | Day schools..... | 6.1 | 4.1 | 5.2 | 6.1 | 4.6 | 5.3 | 4.9 | 4.3 | 4.6 | 1.5 | 1.1 | 1.6 |
| | Selected better class day schools. | 7 | 4.6 | 5.8 | 7.1 | 3.8 | 5.6 | 4.3 | 5.4 | 4.9 | 2 | 1.9 | 1.9 |
| | Day schools of average social class. | 5.8 | 3 | 5.9 | 5.6 | 4.9 | 5.2 | 5.1 | 3.9 | 4.4 | 1.3 | 1.6 | 1.5 |
| | Day schools, English... | 6.2 | 4.2 | 5.2 | 6.6 | 4.7 | 5.5 | 4.8 | 4.2 | 4.5 | 1.5 | 1.7 | 1.6 |
| | Jewish children..... | 4.4 | 2.9 | 3.6 | 4 | 3.9 | 3.8 | 6.7 | 5.4 | 6 | .8 | .5 | .7 |
| | Irish children..... | 16.5 | 5.8 | 13.7 | 5.9 | 7 | 6.2 | 9.2 | 8 | 8.9 | 2.3 | 2.8 | 2.4 |
| LXIX..... | Irish day school..... | 12 | 7.5 | 9.8 | 2.8 | 3.4 | 3.1 | 8.5 | 4.4 | 6.5 | 3.7 | 4.1 | 3.9 |
| I-CVI..... | All schools..... | 7.3 | 4.7 | 6.1 | 6.1 | 4.9 | 5.5 | 5.3 | 4.2 | 4.8 | 1.5 | 1.6 | 1.5 |

TABLE 29.—*Physical conditions in co-relation with mental dullness as reported by teachers.*

| | Total number of cases presenting each defect or combination (I-CVI). | | | Number of cases for each class of schools respectively. | | | | | | | | | | | |
|--|--|--------|--------|---|--------|--------|-----------------------------------|--------|--------|------------------------------------|--------|--------|-------------------------------|--------|--------|
| | | | | Poor-law schools (I-XIX). | | | Certified industrial (XX-XXVIII). | | | Homes and orphanages (XXIX-XXXIV). | | | Public elementary (XXXV-CVI). | | |
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Cases presenting some defect in development | 3,616 | 2,235 | 5,851 | 888 | 475 | 1,363 | 329 | 62 | 391 | 107 | 134 | 241 | 2,292 | 1,564 | 3,856 |
| Cases presenting abnormal nerve signs | 3,413 | 2,074 | 5,487 | 889 | 388 | 1,277 | 332 | 57 | 389 | 112 | 112 | 224 | 2,080 | 1,517 | 3,597 |
| Development cases with nerve signs | 1,975 | 1,096 | 3,071 | 543 | 248 | 791 | 200 | 37 | 237 | 77 | 68 | 145 | 1,155 | 743 | 1,898 |
| Nerve cases without development defects | 1,438 | 978 | 2,416 | 346 | 140 | 486 | 132 | 20 | 152 | 35 | 44 | 79 | 925 | 774 | 1,699 |
| Development cases without nerve signs | 1,641 | 1,139 | 2,780 | 345 | 227 | 572 | 129 | 25 | 154 | 30 | 66 | 96 | 1,137 | 821 | 1,958 |
| Cases presenting low nutrition | 1,039 | 973 | 2,003 | 236 | 93 | 329 | 41 | 28 | 69 | 14 | 35 | 49 | 739 | 817 | 1,556 |
| Development cases with low nutrition | 733 | 726 | 1,459 | 159 | 80 | 239 | 27 | 23 | 50 | 13 | 30 | 43 | 534 | 593 | 1,127 |
| Development cases with low nutrition and nerve signs | 412 | 381 | 793 | 95 | 47 | 142 | 20 | 14 | 34 | 4 | 15 | 19 | 293 | 305 | 598 |
| Cases without development defects or abnormal nerve signs | 525 | 394 | 919 | 98 | 70 | 168 | 39 | 9 | 48 | 30 | 8 | 38 | 358 | 307 | 615 |
| Response in action defective | 112 | 56 | 168 | | | | | | | | | | | | |
| Percentage of development cases with abnormal nerve signs taken on the number of development cases | 54.6 | 49.0 | 52.2 | | | | | | | | | | | | |
| Percentage of nerve cases without development defects taken on the number of children seen | | | | 5.8 | 3.5 | 4.9 | 8.3 | 4.9 | 7.6 | 4.5 | 4.1 | 4.3 | 4.9 | 4.3 | 4.6 |

[illegible]

TABLE 30.—Showing number of children with low nutrition in resident and day schools, and the percentage of these cases that presented co-related conditions, taken upon the cases of low nutrition.

| Schools. | Cases of nutrition. | | | Percentage of development cases. | | | Percentage of nerve cases. | | | Percentage of nerve cases with development defects. | | | Percentage of cases reported as dull by the teachers. | | |
|----------------------------|---------------------|--------|--------|----------------------------------|--------|--------|----------------------------|--------|--------|---|--------|--------|---|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Resident schools (I-XXXIV) | 291 | 156 | 447 | 68.3 | 85.2 | 74.2 | 66.6 | 69.0 | 67.3 | 40.8 | 42.3 | 43.6 | 33.3 | 54.4 | 40.7 |
| Day schools (XXXV-CVI)... | 739 | 817 | 1,556 | 72.2 | 72.5 | 72.4 | 59.6 | 60.0 | 59.8 | 39.6 | 37.3 | 38.4 | 41.2 | 37.9 | 39.5 |
| All schools (I-CVI).... | 1,030 | 973 | 2,003 | 71.1 | 74.6 | 72.8 | 61.6 | 61.4 | 61.5 | 40.0 | 39.1 | 39.5 | 38.1 | 40.5 | 39.7 |

TABLE 30a.—Showing number of children with defects in development in resident and day schools, and the percentage of these cases that presented co-related conditions, taken upon the cases with defects in development.

| Schools. | Development cases. | | | Percentage of cases with low nutrition. | | | Percentage of cases with abnormal nerve signs. | | | Percentage with nutrition low and nerve signs. | | | Percentage of cases reported as dull. | | |
|----------------------------|--------------------|--------|--------|---|--------|--------|--|--------|--------|--|--------|--------|---------------------------------------|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Resident schools (I-XXXIV) | 1,324 | 671 | 1,995 | 15.7 | 19.8 | 16.6 | 61.9 | 52.6 | 58.8 | 9.0 | 11.3 | 9.7 | 39.8 | 44.2 | 41.3 |
| Day schools (XXXV-CVI)... | 2,292 | 1,504 | 3,056 | 23.3 | 37.8 | 29.2 | 50.3 | 47.5 | 49.2 | 12.7 | 19.5 | 15.5 | 37.9 | 40.3 | 38.7 |
| All schools (I-CVI).... | 3,616 | 2,235 | 5,651 | 22.0 | 42.0 | 24.9 | 54.6 | 49.0 | 52.4 | 11.3 | 17.0 | 13.5 | 38.3 | 41.5 | 39.7 |

TABLE 31.—Cases that appear to require special training and care on grounds of physical or mental conditions.

| Classes of cases composing this group. | Number of cases, schools (I-CVI). | | | Poor law schools (I-XIX). | | | Certified industrial schools (XX-XXVIII). | | | Homes and orphanages (XXIX-XXXIV). | | | Public elementary (XXXV-CVI). | | |
|---|-----------------------------------|--------|--------|---------------------------|--------|--------|---|--------|--------|------------------------------------|--------|--------|-------------------------------|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Cases exceptional in mental status. | 124 | 110 | 234 | 44 | 41 | 85 | .... | 6 | 6 | 2 | 13 | 15 | 78 | 50 | 128 |
| Epileptics..... | 86 | 18 | 54 | 4 | 1 | 5 | .... | .... | .... | .... | 1 | 1 | 32 | 16 | 48 |
| Crippled, paralyzed, etc. | 156 | 84 | 239 | 64 | 21 | 85 | 5 | 2 | 7 | 19 | 18 | 37 | 67 | 43 | 110 |
| Cases defective in development, with abnormal nerve signs and low nutrition; also reported as dull by teachers..... | 192 | 157 | 349 | 34 | 19 | 53 | 11 | 6 | 17 | 2 | 11 | 13 | 145 | 121 | 266 |
| Total..... | 508 | 369 | 876 | 146 | 82 | 228 | 16 | 14 | 30 | 24 | 43 | 66 | 322 | 230 | 552 |
| Children who appear to require special care, i. e., mental status defective, epileptic, crippled; also children with defects in development, abnormal nerve signs, and low nutrition; also reported as mentally dull by the teachers..... | 473 | 344 | 817 | 137 | 74 | 211 | 16 | 14 | 30 | 24 | 41 | 65 | 296 | 215 | 511 |

In table 31, on page 1117, some children appear in more than one class. Such overlapping cases have been allowed for in the second line of totals above, which gives the actual number of children. These cases are arranged below:

| Classes of cases composing this group. | Number of cases, schools (I-CVI). | | | Poor law schools (I-XIX). | | | Certified industrial schools (XX-XXVIII). | | | Homes and orphanages (XXIX-XXXIV). | | | Public elementary (XXXV-CVI). | | |
|--|-----------------------------------|--------|--------|---------------------------|--------|--------|---|--------|--------|------------------------------------|--------|--------|-------------------------------|--------|--------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| Cases defective in development, with abnormal nerve signs and low nutrition; also reported dull by teachers, and crippled..... | 4 | 1 | 5 | 2 | ..... | 2 | ..... | ..... | ..... | ..... | ..... | ..... | 2 | 1 | 3 |
| Cases defective in development, with abnormal nerve signs and low nutrition and mentally exceptional..... | 17 | 13 | 30 | 4 | 5 | 9 | ..... | ..... | ..... | 2 | 2 | ..... | 13 | 6 | 19 |
| Cases defective in development, with abnormal nerve signs and low nutrition; also reported dull by teachers and epileptic..... | 1 | 2 | 3 | ..... | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 1 | 2 |
| Group as last, but also mentally defective..... | 1 | 1 | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 1 | 2 |
| Cases defective in mental status and paralyzed or crippled..... | 5 | 3 | 8 | 3 | 1 | 4 | ..... | ..... | ..... | ..... | ..... | ..... | 2 | 2 | 4 |
| Defective in mental status and epileptic..... | 5 | 5 | 10 | ..... | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | 5 | 4 | 9 |
| Epileptic and crippled or paralyzed, not dull..... | 2 | ..... | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2 | ..... | 2 |

P A R T V.
 Table 22.—*Totals (district and separate) schools.*

| No. | Schools. | Date of visit. | Reference Nos. on the report. | 1 | | | 2 | | | 3 | | | 4 | | | 5 | | | 6 | | | 7 | | |
|------------|--|----------------|-------------------------------|--------------------------|--------|--------|---------------------------|--------|--------|--|--------|--------|--|--------|--------|---|--------|--------|--|--------|--------|-----|-----|-----|
| | | | | Number of children seen. | | | Number of children noted. | | | Cases with defect in physical development. | | | Cases presenting abnormal nerve signs. | | | Delicate, pale or thin (nutrition low). | | | Reported by teachers as mentally dull. | | | | | |
| | | | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | | | |
| I..... | Anerley (North Surrey District). | Oct. 1, 1890 | 877-1030 | 435 | 319 | 754 | 84 | 70 | 154 | 59 | 42 | 101 | 56 | 51 | 107 | 20 | 10 | 30 | 29 | 28 | 57 | 8 | 12 | 20 |
| II..... | Banstead (Kensington and Chelsea.) | Sept. 23, 1890 | 455-558 | 288 | 197 | 485 | 63 | 41 | 104 | 36 | 27 | 63 | 42 | 16 | 58 | 9 | 4 | 13 | 32 | 26 | 58 | 9 | 12 | 21 |
| III..... | Brentwood (Hackney, Homerton.) | Nov. 27, 1890 | 2902-3011 | 279 | 202 | 481 | 81 | 29 | 110 | 60 | 26 | 86 | 61 | 13 | 74 | 18 | 3 | 21 | 25 | 8 | 33 | 9 | 4 | 13 |
| IV..... | Edmonton (Strand, St. George's, St. Giles.) | Oct. 21, 1890 | 2658-2734 | 122 | 125 | 247 | 48 | 29 | 77 | 26 | 19 | 45 | 44 | 17 | 61 | 6 | 3 | 9 | 28 | 14 | 42 | 7 | 8 | 15 |
| V..... | Enfield (Tottenham, Edmonton, Cheshunt, Hornsey.) | Oct. 9, 1890 | 1314-1399 | 201 | 146 | 347 | 56 | 30 | 86 | 33 | 24 | 57 | 41 | 21 | 62 | 14 | 6 | 20 | 28 | 20 | 48 | 8 | 1 | 9 |
| VI..... | Forest Gate (Poplar, Whitechapel.) | Sept. 18, 1890 | 342-454 | 285 | 239 | 524 | 63 | 50 | 113 | 35 | 35 | 70 | 41 | 30 | 71 | 12 | 9 | 21 | 14 | 18 | 32 | 14 | 13 | 27 |
| VII..... | Hanwell (Central London District.) | Mar. 1889 | 620-749 | 637 | 440 | 1,078 | 85 | 44 | 129 | 52 | 26 | 78 | 35 | 14 | 49 | 6 | 7 | 13 | 40 | 18 | 58 | 15 | 12 | 27 |
| VIII..... | Isleworth (Brentford, Ealing, Twickenham, Hounslow.) | Oct. 25, 1890 | 1778-1842 | 143 | 106 | 249 | 38 | 27 | 65 | 29 | 14 | 43 | 26 | 22 | 48 | 4 | 2 | 6 | 20 | 15 | 35 | 5 | 2 | 7 |
| IX..... | Islington. | Apr. 8, 1891 | 6753-6847 | 220 | 196 | 416 | 50 | 45 | 95 | 29 | 35 | 64 | 23 | 26 | 49 | 8 | 10 | 18 | 20 | 18 | 38 | 12 | 7 | 19 |
| X..... | Leavesden (St. Pancras). | Sept. 27, 1890 | 682-780 | 376 | 264 | 640 | 63 | 35 | 98 | 50 | 29 | 79 | 35 | 16 | 51 | 15 | 5 | 20 | 22 | 14 | 36 | 15 | 3 | 18 |
| XI..... | Leytonstone (Bethnal Green) a. | Oct. 23, 1890 | 1656-1777 | 307 | 220 | 527 | 66 | 56 | 122 | 42 | 42 | 84 | 45 | 29 | 74 | 11 | 6 | 17 | 1 | 3 | 4 | 9 | 6 | 15 |
| XII..... | Micham (Holborn, Clerkenwell, St. Luke's). | Sept. 30, 1890 | 781-876 | 292 | 188 | 480 | 71 | 25 | 96 | 52 | 20 | 72 | 47 | 12 | 59 | 13 | 6 | 19 | 30 | 6 | 36 | 12 | 4 | 16 |
| XIII..... | Mill End. | Jan. 17, 1891 | 4265-4331 | 206 | 153 | 359 | 26 | 21 | 47 | 18 | 14 | 32 | 15 | 11 | 26 | 3 | 4 | 7 | 15 | 13 | 28 | 4 | 4 | 8 |
| XIV..... | Piaslett (St. George's-in-the-East). | Oct. 10, 1890 | 1400-1442 | 123 | 75 | 198 | 30 | 13 | 43 | 19 | 8 | 27 | 14 | 6 | 20 | 3 | 3 | 19 | 7 | 26 | 8 | 2 | 10 | |
| XV..... | Sondall (Marylebone). | Mar. 11, 1891 | 6413-6488 | 175 | 138 | 313 | 58 | 18 | 76 | 38 | 11 | 49 | 45 | 10 | 55 | 12 | 3 | 15 | 16 | 8 | 24 | 6 | 1 | 7 |
| XVI..... | St. Edward's R. C. (Totteridge). | Dec. 31, 1890 | 3842-3879 | 0 | 199 | 199 | 0 | 38 | 38 | 0 | 26 | 26 | 0 | 22 | 22 | 0 | 4 | 4 | 0 | 20 | 20 | 0 | 10 | 10 |
| XVII..... | St. Mary's R. C. (North Hyde). | Oct. 8, 1890 | 1135-1313 | 591 | 0 | 591 | 179 | 0 | 179 | 116 | 0 | 116 | 143 | 0 | 143 | 21 | 0 | 21 | 80 | 0 | 80 | 23 | 0 | 28 |
| XVIII..... | St. Vincent's R. C. (Mill Hill). | Dec. 6, 1890 | 3784-3827 | 210 | 0 | 210 | 44 | 0 | 44 | 33 | 0 | 33 | 24 | 0 | 24 | 8 | 0 | 8 | 18 | 0 | 18 | 5 | 0 | 5 |
| XIX..... | Sutton (South Metropolitan district.) | July 29, 1890 | 1-341 | 934 | 750 | 1,744 | 227 | 114 | 341 | 161 | 77 | 238 | 152 | 72 | 224 | 53 | 11 | 64 | 73 | 45 | 118 | 31 | 11 | 42 |
| | Total | | | 5,884 | 3,947 | 9,831 | 1,332 | 685 | 2,017 | 888 | 475 | 1,363 | 889 | 388 | 1,277 | 236 | 93 | 329 | 510 | 281 | 791 | 205 | 112 | 317 |

N. B.—The district covered by each school is stated in this table.

a At Levenshoe no teachers' reports were received. The cases entered in the column "Reported by teachers as mentally dull" are one or two, which any casual observer would have noted as obviously exceptional in brain.

Table 32.—*Poor law (district and separate) schools—Continued.*

| No. | Schools. | Analysis of defective nerve-signs. | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------|--------------------------------|------------------------------------|--------|--------|----------------------------------|--------|--------|-----------------------------|--------|--------|--------------------------|--------|--------|-----------------------------|--------|--------|--------------------------|--------|--------|------------------------|--------|--------|-----------------|--------|--------|--------------------------|--------|--------|
| | | 16 Corrugation. | | | 17 Orbicularis oculi relaxed. | | | 18 Eye movement relaxed. | | | 19 Head balance weak. | | | 20 Hand balance nervous. | | | 21 Hand balance weak. | | | 22 Finger twitches. | | | 23 Lordosis. | | | 24 Other nerve signs. | | |
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| I..... | Anorley..... | 1 | 1 | 2 | 2 | 11 | 13 | 5 | 4 | 9 | 9 | 8 | 13 | 21 | 10 | 21 | 31 | 17 | 24 | 10 | 5 | 15 | 2 | 14 | 16 | 12 | 14 | 26 |
| II..... | Banstead..... | 0 | 0 | 0 | 9 | 8 | 17 | 13 | 3 | 17 | 4 | 3 | 7 | 6 | 11 | 1 | 12 | 3 | 0 | 7 | 10 | 5 | 2 | 1 | 1 | 1 | 17 | 1 |
| III..... | Brentwood..... | 5 | 0 | 5 | 10 | 1 | 11 | 13 | 4 | 17 | 1 | 0 | 1 | 1 | 1 | 1 | 2 | 24 | 2 | 3 | 7 | 0 | 7 | 0 | 1 | 3 | 4 | 18 |
| IV..... | Edmonton..... | 2 | 0 | 2 | 5 | 4 | 9 | 14 | 7 | 21 | 2 | 0 | 2 | 2 | 6 | 1 | 6 | 6 | 4 | 10 | 4 | 1 | 4 | 1 | 1 | 0 | 0 | 10 |
| V..... | Enfield..... | 1 | 0 | 1 | 6 | 4 | 10 | 0 | 2 | 2 | 1 | 1 | 2 | 9 | 10 | 1 | 11 | 1 | 4 | 11 | 4 | 1 | 3 | 2 | 7 | 9 | 4 | 15 |
| VI..... | Forest Gate..... | 6 | 0 | 6 | 8 | 7 | 15 | 5 | 3 | 8 | 2 | 6 | 8 | 4 | 6 | 1 | 7 | 8 | 3 | 8 | 4 | 0 | 4 | 1 | 6 | 4 | 9 | 16 |
| VII..... | Hanwell ¹ | 2 | 0 | 2 | 1 | 1 | 2 | 1 | 0 | 1 | 0 | 2 | 3 | 6 | 2 | 2 | 7 | 5 | 3 | 8 | 4 | 0 | 3 | 1 | 1 | 2 | 6 | 8 |
| VIII..... | Isleworth..... | 0 | 0 | 0 | 3 | 1 | 4 | 9 | 7 | 16 | 0 | 0 | 0 | 0 | 3 | 4 | 5 | 0 | 9 | 9 | 2 | 1 | 1 | 0 | 1 | 1 | 0 | 7 |
| IX..... | Islington..... | 0 | 0 | 0 | 1 | 4 | 5 | 0 | 13 | 13 | 13 | 0 | 0 | 0 | 3 | 2 | 4 | 12 | 6 | 18 | 2 | 1 | 3 | 0 | 1 | 1 | 0 | 7 |
| X..... | Leavesden..... | 0 | 0 | 0 | 9 | 4 | 13 | 2 | 2 | 4 | 2 | 2 | 1 | 3 | 8 | 2 | 10 | 5 | 0 | 5 | 4 | 1 | 5 | 0 | 0 | 2 | 3 | 5 |
| XI..... | Leytonstone..... | 0 | 0 | 0 | 9 | 5 | 14 | 22 | 13 | 35 | 9 | 11 | 2 | 5 | 2 | 3 | 12 | 12 | 1 | 13 | 1 | 0 | 2 | 0 | 2 | 7 | 1 | 20 |
| XII..... | Mile End..... | 4 | 0 | 4 | 8 | 2 | 10 | 4 | 1 | 5 | 9 | 11 | 0 | 0 | 2 | 0 | 0 | 1 | 6 | 7 | 1 | 0 | 1 | 1 | 0 | 19 | 1 | 24 |
| XIII..... | Plaistow..... | 0 | 0 | 0 | 1 | 1 | 2 | 10 | 6 | 16 | 0 | 2 | 2 | 2 | 0 | 1 | 0 | 4 | 3 | 7 | 0 | 1 | 1 | 0 | 1 | 1 | 3 | 3 |
| XIV..... | Southall..... | 0 | 0 | 0 | 5 | 0 | 5 | 1 | 0 | 1 | 0 | 2 | 0 | 1 | 2 | 1 | 2 | 1 | 3 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 |
| XV..... | St. Edward's (Totteridge)..... | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 1 | 2 | 3 | 2 | 0 | 0 | 2 | 24 | 9 | 33 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 3 |
| XVI..... | St. Mary's (North Hyde)..... | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| XVII..... | St. Vincent's (Mill Hill)..... | 5 | 0 | 5 | 23 | 0 | 23 | 7 | 0 | 7 | 9 | 0 | 9 | 0 | 8 | 0 | 8 | 26 | 0 | 26 | 10 | 0 | 0 | 5 | 0 | 31 | 0 | 31 |
| XVIII..... | Sutton ¹ | 2 | 0 | 2 | 4 | 0 | 4 | 6 | 0 | 6 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 9 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| XIX..... | Total..... | 10 | 1 | 11 | 17 | 11 | 28 | 4 | 0 | 4 | 16 | 6 | 22 | 113 | 20 | 11 | 31 | 13 | 31 | 80 | 25 | 105 | 36 | 45 | 81 | 144 | 71 | 215 |

¹ In these schools the palate was examined in some cases only; in the other schools it was examined in every case.

TABLE 33.—*Certified industrial schools.*

| No. | Schools. | Date of visit. | Reference numbers on the report. | 1 Number of children seen. | | 2 Number of children noted. | | 3 Cases with defect in physical development. | |
|--------------|---|----------------|----------------------------------|-------------------------------|--------|--------------------------------|--------|---|--------|
| | | | | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. |
| XX | Feltham (boys only) | Nov. 26, 1890 | 3012-3173 | 744 | ..... | 162 | ..... | 117 | ..... |
| XXI | King Edwards, Cambridge Heath (girls only) | Nov. 10, 1890 | 2614-2641 | ..... | 112 | ..... | 28 | ..... | 17 |
| XXII | Leeds, Moortown (boys only) | Aug. 16, 1889 | 1-32 | 93 | ..... | 32 | ..... | 17 | ..... |
| XXIII | Mayford (boys only) | Jan. 21, 1891 | 4387-4406 | 175 | ..... | 20 | ..... | 11 | ..... |
| XXIV | Princess Mary Home, Ad-dlestone (girls only) | Jan. 31, 1891 | 4968-5001 | ..... | 192 | ..... | 34 | ..... | 26 |
| XXV | Shibden, R. C., Halifax (boys only) | Aug. 1, 1890 | 1843-1902 | 144 | ..... | 60 | ..... | 48 | ..... |
| XXVI | St. Margaret's, R. C., Mill Hill (girls only) | May 20, 1889 | 527-555 | ..... | 103 | ..... | 29 | ..... | 19 |
| XXVII | St. Nicholas, R. C., Manor Park (boys only) | Oct. 23, 1890 | 1903-1996 | 250 | ..... | 94 | ..... | 61 | ..... |
| XXVIII | St. Vincent's, R. C., Dart-ford (boys only) | Apr. 20, 1889 | 395-526 | 182 | ..... | 132 | ..... | 75 | ..... |
| | Total | | | 1,588 | 407 | 500 | 91 | 329 | 62 |

| No. | Schools. | 4 Cases present- ing abnormal nerve sign. | | 5 Delicate, pale, or thin (nutri- tion low). | | 6 Reported by teachers as mentally dull. | | 7 Eye cases: Squints, etc., not ophthalmia. | |
|--------------|---|--|--------|---|--------|---|--------|---|--------|
| | | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. |
| XX | Feltham (boys only) | 97 | ..... | 10 | ..... | 86 | ..... | 14 | ..... |
| XXI | King Edwards, Cambridge Heath (girls only) ..... | ..... | 22 | ..... | 3 | ..... | 16 | ..... | 4 |
| XXII | Leeds, Moortown (boys only) | 16 | ..... | 1 | ..... | 13 | ..... | 4 | ..... |
| XXIII | Mayford (boys only) | 15 | ..... | 0 | ..... | 4 | ..... | 0 | ..... |
| XXIV | Princess Mary Home, Ad-dlestone (girls only) ..... | ..... | 20 | ..... | 13 | ..... | 12 | ..... | 6 |
| XXV | Shibden, R. C., Halifax (boys only) | 48 | ..... | 1 | ..... | 25 | ..... | 4 | ..... |
| XXVI | St. Margaret's, R. C., Mill Hill (girls only) ..... | ..... | 15 | ..... | 12 | ..... | 19 | ..... | 10 |
| XXVII | St. Nicholas, R. C., Manor Park (boys only) | 76 | ..... | 12 | ..... | 42 | ..... | 13 | ..... |
| XXVIII | St. Vincent's, R. C., Dart-ford (boys only) | 80 | ..... | 17 | ..... | 53 | ..... | 19 | ..... |
| | Total | 332 | 57 | 41 | 28 | 223 | 47 | 54 | 20 |

| No. | Schools. | Analysis of conditions of defect in development. | | | | | | | | | |
|--------------|--|--|--------|---------------------------|--------|--------------------------|--------|------------------------|--------|--|--------|
| | | 8 Cranial abnormali- ties. | | 9 Palate defective. | | 10 Ears defective. | | 11 Epican- this. | | 12 Other defect in develop- ment. | |
| | | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. |
| XX | Feltham (boys only) | 50 | ..... | 19 | ..... | 52 | ..... | 14 | ..... | 41 | ..... |
| XXI | King Edwards (girls only) ..... | ..... | 11 | ..... | 1 | ..... | 1 | ..... | 0 | ..... | 10 |
| XXII | Leeds, Moortown (boys only) | 12 | ..... | 4 | ..... | 0 | ..... | 0 | ..... | 7 | ..... |
| XXIII | Mayford (boys only) | 4 | ..... | 2 | ..... | 3 | ..... | 0 | ..... | 4 | ..... |
| XXIV | Princess Mary (girls only) ..... | ..... | 20 | ..... | 4 | ..... | 1 | ..... | 3 | ..... | 4 |
| XXV | Shibden (boys only) | 23 | ..... | 9 | ..... | 19 | ..... | 3 | ..... | 11 | ..... |
| XXVI | St. Margaret's, Mill Hill (girls only) ..... | ..... | 9 | ..... | 13 | ..... | 1 | ..... | 0 | ..... | 7 |
| XXVII | St. Nicholas (boys only) | 33 | ..... | 9 | ..... | 15 | ..... | 8 | ..... | 26 | ..... |
| XXVIII | St. Vincent's, Dartford (boys only) | 38 | ..... | 24 | ..... | 17 | ..... | 3 | ..... | 33 | ..... |
| | Total | 160 | 40 | 67 | 18 | 106 | 3 | 28 | 3 | 122 | 21 |

¹ The palates were examined in this school in some cases only.

TABLE 33.—*Certified industrial schools—Continued.*

| No. | Schools. | Analysis of defective nerve signs. | | | | | | | | | | | | |
|-----------|--|------------------------------------|--------|-------------------------------------|--------|------------------------------------|--------|------------------------------|--------|--|--------|--|--------|-----|
| | | 13 General balance bad. | | 14 Expres- sion defective. | | 15 Frontals overact- ing. | | 16 Corru- ga- tion. | | 17 Orbicu- laris oculi relaxed. | | 18 Eye move- ments defective. | | |
| | | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | |
| XX..... | Feltham (boys only)..... | 0 | ... | 17 | ... | 71 | ... | 11 | ... | 9 | ... | 27 | ... | |
| XXI..... | King Edwards (girls only)..... | ... | 4 | ... | 11 | ... | 6 | ... | 3 | ... | 3 | ... | 8 | ... |
| XXII..... | Leeds, Moortown (boys only). ¹ | 0 | ... | 1 | ... | 5 | ... | 2 | ... | 1 | ... | 2 | ... | |
| XXIII.. | Mayford (boys only)..... | 0 | ... | 1 | ... | 8 | ... | 0 | ... | 2 | ... | 0 | ... | |
| XXIV.... | Princess Mary (girls only)..... | ... | 1 | ... | 8 | ... | 4 | ... | 0 | ... | 2 | ... | 2 | ... |
| XXV.... | Shibden (boys only)..... | 4 | ... | 10 | ... | 24 | ... | 1 | ... | 5 | ... | 25 | ... | |
| XXVI.... | St. Margaret's, Mill Hill (girls only). | ... | 1 | ... | 2 | ... | 4 | ... | 2 | ... | 0 | ... | 1 | ... |
| XXVII.. | St. Nicholas (boys only)..... | 4 | ... | 16 | ... | 31 | ... | 8 | ... | 12 | ... | 26 | ... | |
| XXVIII.. | St. Vincent's, Dartford (boys only). | 4 | ... | 11 | ... | 36 | ... | 6 | ... | 1 | ... | 7 | ... | |
| | Total..... | 12 | 6 | 56 | 21 | 175 | 14 | 23 | 5 | 30 | 5 | 87 | 11 | |

| No. | Schools. | Analysis of defective nerve signs. | | | | | | | | | | | |
|-----------|--|------------------------------------|--------|-----------------------------------|--------|--------------------------------|--------|---------------------------|--------|-----------------|--------|--------------------------------|--------|
| | | 19 Head balance weak. | | 20 Hand balance nervous. | | 21 Hand balance weak. | | 22 Finger twitches. | | 23 Lordosis. | | 24 Other nerve signs. | |
| | | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. |
| XX..... | Feltham (boys only)..... | 0 | --- | 5 | --- | 15 | --- | 1 | --- | 1 | --- | 4 | --- |
| XXI..... | King Edwards (girls only)..... | --- | 4 | --- | 0 | --- | 8 | --- | 0 | --- | 0 | --- | 7 |
| XXII..... | Leeds, Moortown (boys only). ¹ | 0 | --- | 5 | --- | 0 | --- | 7 | --- | 0 | --- | 1 | --- |
| XXIII.. | Mayford (boys only)..... | 0 | --- | 0 | --- | 7 | --- | 0 | --- | 0 | --- | 0 | --- |
| XXIV.... | Princess Mary (girls only)..... | --- | 4 | --- | 1 | --- | 6 | --- | 1 | --- | 2 | --- | 0 |
| XXV.... | Shibden (boys only)..... | 2 | --- | 2 | --- | 4 | --- | 3 | --- | 1 | --- | 3 | --- |
| XXVI.... | St. Margaret's, Mill Hill (girls only). | --- | 0 | --- | 4 | --- | 0 | --- | 2 | --- | 2 | --- | 6 |
| XXVII.. | St. Nicholas (boys only)..... | 2 | --- | 5 | --- | 4 | --- | 1 | --- | 1 | --- | 21 | --- |
| XXVIII.. | St. Vincent's, Dartford (boys only). | 9 | --- | 18 | --- | 19 | --- | 13 | --- | 11 | --- | 5 | --- |
| | Total..... | 13 | 8 | 35 | 5 | 49 | 14 | 25 | 3 | 14 | 4 | 34 | 13 |

¹ The palates were examined in this school in some cases only.

TABLE 34.—*Homes and orphanages.*

| No. | Homes and orphanages. | Date of visit. | Reference numbers on the report. | 1 Number of children seen. | | | 2 Number of children noted. | | | 3 Cases with defect in development. | | |
|---------|---|----------------|----------------------------------|-------------------------------|--------|--------|--------------------------------|--------|--------|--|--------|--------|
| | | | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| XXIX... | Cottage Homes, Ilford (Dr. Barnardo). | Jan. 14, 1891 | 4023-4153 | .... | 680 | 680 | .... | 131 | 131 | .... | 97 | 97 |
| XXX.... | Leopold House, Burdett Road (Dr. Barnardo). | Jan. 15, 1891 | 4407-4460 | 324 | ..... | 324 | 54 | .... | 54 | 32 | .... | 33 |
| XXXI... | Home, Stepney Causeway (Dr. Barnardo). | Jan. 16, 1891 | 4154-4197 | 140 | ..... | 140 | 44 | .... | 44 | 25 | .... | 25 |
| XXXII.. | Children's Home, Bonner Road, E. | Feb. 2, 1891 | 5109-5144 | 88 | 65 | 153 | 22 | 14 | 36 | 13 | 11 | 24 |
| XXXIII. | Marylebone Charity School for Girls. | Dec. 15, 1890 | 3828-3841 | .... | 100 | 100 | .... | 14 | 14 | .... | 10 | 10 |
| XXXIV. | Stockwell Orphanage | Feb. 12, 1891 | 6489-6567 | 222 | 204 | 426 | 52 | 27 | 79 | 36 | 16 | 52 |
| | Total | | | 774 | 1,049 | 1,823 | 172 | 186 | 358 | 107 | 134 | 241 |

| No. | Homes and orphanages. | 4 Cases presenting nerve signs. | | | 5 Nutrition low. | | | 6 Reported as mentally dull. | | | 7 Eye cases. | | |
|---------|---|------------------------------------|--------|--------|---------------------|--------|--------|---------------------------------|--------|--------|-----------------|--------|--------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| XXIX... | Cottage Homes, Ilford (Dr. Barnardo). | .... | 76 | 76 | .... | 26 | 26 | .... | 86 | 86 | .... | 24 | 24 |
| XXX.... | Leopold House, Burdett Road (Dr. Barnardo). | 39 | .... | 39 | 4 | .... | 4 | 22 | .... | 22 | 10 | .... | 10 |
| XXXI... | Home Stepney Causeway (Dr. Barnardo). | 25 | .... | 25 | 6 | .... | 6 | 9 | .... | 9 | 10 | .... | 10 |
| XXXII.. | Children's Home, Bonner Road, E. | 13 | 11 | 24 | 2 | 2 | 4 | 10 | 9 | 19 | 5 | 2 | 7 |
| XXXIII. | Marylebone Charity School for Girls. | .... | 8 | 8 | .... | 2 | 2 | .... | 7 | 7 | .... | .... | .... |
| XXXIV. | Stockwell Orphanage | 35 | 17 | 52 | 2 | 5 | 7 | 27 | 11 | 38 | 3 | 1 | 4 |
| | Total | 112 | 112 | 224 | 14 | 35 | 49 | 68 | 113 | 181 | 28 | 27 | 55 |

| No. | Homes and orphanages. | Analysis of conditions of defect in development. | | | | | | | | | | | |
|---------|--|--|--------|--------|------------------------|--------|--------|-----------------------|--------|--------|-------------------|--------|--------|
| | | 8 Cranial abnormalities. | | | 9 Palate defective. | | | 10 Ears defective. | | | 11 Epicanthis. | | |
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| XXIX... | Dr. Barnardo's Homes (Ilford). | ... | 59 | 59 | ... | 19 | 19 | ... | 7 | 7 | ... | 11 | 11 |
| XXX.... | Dr. Barnardo's Home (Stepney Causeway). | 8 | .... | 8 | 9 | .... | 9 | 8 | .... | 8 | 4 | .... | 4 |
| XXXI... | Dr. Barnardo's Home (Leopold House, Burdett Road). | 10 | .... | 10 | 8 | .... | 8 | 13 | .... | 13 | 3 | .... | 3 |
| XXXII.. | Children's Home (Bonner Road, E.). | 4 | 5 | 9 | 2 | 5 | 7 | 6 | 0 | 6 | 2 | 1 | 3 |
| XXXIII. | Marylebone Charity for Girls. | .... | 4 | 4 | ... | 2 | 2 | ... | 2 | 2 | ... | 3 | 3 |
| XXXIV. | Stockwell Orphanage | 12 | 11 | 23 | 13 | 4 | 17 | 14 | 0 | 14 | 5 | 3 | 8 |
| | Total | 34 | 79 | 113 | 32 | 30 | 62 | 41 | 9 | 50 | 14 | 18 | 32 |

TABLE 34.—Homes and orphanages—Continued.

| No. | Homes and orphanages. | Analysis of defective nerve signs. | | | | | | | | | | | | | | | | | |
|---------|--|------------------------------------|--------|--------|---------------------------------------|--------|--------|------------------------------------|--------|--------|------------------------------|--------|--------|----------------------------|--------|--------|---|--------|--------|
| | | 13 General balance bad. | | | 14 Expres- sion de- fective. | | | 15 Frontals overact- ing. | | | 16 Corru- ga- tion. | | | 17 O. oculi relaxed. | | | 18 Eye move- ments de- fective. | | |
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| XXIX... | Dr. Barnardo's Homes (Ilford). | ... | ... | ... | 25 | 25 | ... | 22 | 22 | ... | 5 | 5 | ... | 6 | 6 | ... | 22 | 22 | ... |
| XXX.... | Dr. Barnardo's Home (Stepney Causeway). | ... | ... | ... | 8 | 8 | 7 | ... | 7 | 1 | ... | 1 | ... | ... | ... | 6 | ... | 6 | ... |
| XXXI... | Dr. Barnardo's Home (Leopold House, Burdett Road). | ... | ... | ... | 6 | 6 | 11 | ... | 11 | 2 | ... | 2 | 7 | ... | 7 | 15 | ... | 15 | ... |
| XXXII. | Children's Home (Bonner Road, E.). | ... | ... | ... | 3 | 3 | 8 | 3 | 11 | ... | ... | ... | 1 | 3 | 4 | 5 | 4 | 9 | ... |
| XXXIII. | Marlebone Charity for Girls. | ... | ... | ... | 1 | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | 2 | ... |
| XXXIV. | Stockwell Orphanage | 1 | 1 | 3 | 2 | 5 | 17 | 3 | 20 | 1 | 1 | 2 | 4 | 1 | 5 | 11 | 4 | 15 | ... |
| | Total..... | 1 | 1 | 17 | 31 | 48 | 43 | 28 | 71 | 4 | 6 | 10 | 12 | 10 | 22 | 37 | 32 | 69 | ... |

| No. | Homes and orphanages. | Analysis of defective nerve signs. | | | | | | | | | | | | | | | | | |
|---------|--|------------------------------------|--------|--------|-----------------------------------|--------|--------|--------------------------------|--------|--------|---------------------------|--------|--------|-----------------|--------|--------|---------------------------------|--------|--------|
| | | 19 Head balance weak. | | | 20 Hand balance nervous. | | | 21 Hand balance weak. | | | 22 Finger twitches. | | | 23 Lordosis. | | | 24 Other nerve- signs. | | |
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| XXIX... | Dr. Barnardo's Homes (Ilford). | ... | ... | ... | 3 | 3 | ... | 25 | 25 | ... | 3 | 3 | ... | ... | ... | 12 | 12 | ... | |
| XXX.... | Dr. Barnardo's Home (Stepney Causeway). | ... | ... | ... | ... | ... | 11 | ... | 11 | ... | ... | ... | ... | 6 | ... | 6 | ... | 6 | ... |
| XXXI... | Dr. Barnardo's Home (Leopold House, Burdett Road). | ... | ... | ... | 2 | 2 | 17 | ... | 17 | 1 | ... | 1 | ... | 1 | ... | 1 | ... | 1 | ... |
| XXXII. | Children's Home (Bonner Road, E.). | 1 | 1 | ... | 1 | 1 | 5 | 2 | 7 | 1 | 1 | 2 | ... | ... | ... | ... | ... | ... | ... |
| XXXIII. | Marlebone Charity for Girls. | ... | ... | ... | 1 | 1 | ... | 3 | 3 | ... | 1 | 1 | ... | 2 | 2 | ... | 1 | 1 | ... |
| XXXIV. | Stockwell Orphanage | 1 | 1 | 2 | 4 | 4 | 14 | 11 | 25 | ... | 3 | 3 | 2 | 4 | 6 | 1 | ... | 1 | ... |
| | Total..... | 1 | 2 | 3 | 2 | 9 | 11 | 47 | 41 | 88 | 2 | 8 | 10 | 2 | 6 | 8 | 13 | 21 | ... |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------|---|---|---------------|------------|-------|-------|-------|-----|-----|-----|-----|----|-----|-----|----|-----|-----|----|-----|----|----|-----|----|----|----|
| XLV | St. Pancras, National (Thanet street). | Boys and girls, 3d.; infants, 2d. | Dec. 12, 1890 | 3710-3783 | 206 | 183 | 389 | 46 | 28 | 74 | 31 | 16 | 47 | 24 | 16 | 40 | 11 | 4 | 15 | 16 | 13 | 29 | 9 | 4 | 13 |
| XLVI | St. John's (Fitzroy Square) | Boys and girls, 4d. and 3d.; infants, 2d. | Mar. 4, 1891 | 6198-6272 | 253 | 226 | 479 | 40 | 35 | 75 | 26 | 24 | 50 | 17 | 16 | 33 | 6 | 13 | 19 | 13 | 11 | 24 | 11 | 6 | 17 |
| C. | St. Pancras | | | | 779 | 624 | 1,403 | 186 | 112 | 208 | 123 | 70 | 193 | 104 | 59 | 103 | 48 | 36 | 84 | 84 | 43 | 127 | 32 | 21 | 53 |
| XLVII | St. Martin's (Charing Cross) | Boys and girls, 4d. and 3d.; infants, 3d. and 2d. | Feb. 13, 1891 | 5296-5389 | 316 | 288 | 604 | 42 | 52 | 94 | 27 | 32 | 59 | 21 | 30 | 51 | 10 | 17 | 27 | 13 | 22 | 35 | 9 | 14 | 23 |
| XLVIII | St. Martin's, Northern (Endell street). | Boys and girls, 3d.; infants, 3d. and 2d. | Feb. 16, 1891 | 5965-5523 | 168 | 164 | 332 | 34 | 25 | 59 | 20 | 40 | 17 | 5 | 22 | 5 | 8 | 13 | 20 | 12 | 32 | 7 | 4 | 11 | |
| D. | Strand | | | | 484 | 452 | 936 | 76 | 77 | 153 | 47 | 52 | 99 | 38 | 35 | 73 | 15 | 25 | 40 | 33 | 34 | 67 | 16 | 18 | 34 |
| XLIX | St. Thomas' (Charterhouse) | 6d. per week to 21s. per quarter. | Jan. 22, 1891 | 4732-4828 | 294 | 203 | 497 | 63 | 34 | 97 | 40 | 13 | 53 | 37 | 22 | 59 | 6 | 12 | 18 | 24 | 14 | 38 | 11 | 4 | 15 |
| L | Anne Street Board School (Holborn). | 2d. and 1d. | May 20, 1891 | 7543-7669 | 431 | 345 | 776 | 77 | 50 | 127 | 47 | 31 | 78 | 37 | 27 | 64 | 23 | 15 | 38 | 22 | 20 | 42 | 10 | 7 | 17 |
| LI | Bath Street Board School (City Road). | Boys and girls, 2d.; infants, 1d. | May 6, 1891 | 7777-7921 | 452 | 555 | 1,007 | 68 | 77 | 145 | 39 | 44 | 83 | 34 | 47 | 81 | 19 | 24 | 43 | 30 | 44 | 74 | 14 | 11 | 25 |
| E. | Clerkenwell | | | | 1,177 | 1,103 | 2,280 | 208 | 161 | 369 | 126 | 88 | 214 | 108 | 96 | 204 | 48 | 51 | 99 | 76 | 78 | 154 | 35 | 22 | 57 |
| LII | Angler's Gardens Board Schools. | 1d. | May 14, 1891 | 7412-7542 | 435 | 368 | 803 | 84 | 47 | 131 | 33 | 26 | 59 | 46 | 22 | 68 | 8 | 16 | 46 | 2 | 69 | 20 | 19 | 39 | |
| LIII | "Foster" Board School (Hornsey Road, Holloway). | 1d. | Apr. 30, 1891 | 7231-7341 | 441 | 434 | 875 | 67 | 44 | 111 | 39 | 27 | 66 | 44 | 13 | 57 | 12 | 9 | 21 | 28 | 18 | 46 | 4 | 11 | 15 |
| F. | Islington | | | | 876 | 802 | 1,678 | 151 | 91 | 242 | 72 | 53 | 125 | 90 | 95 | 125 | 20 | 17 | 37 | 74 | 41 | 115 | 24 | 30 | 54 |
| LIV | St. Botolph's (Aldgate) | Free | Jan. 26, 1891 | 4683-4694 | 57 | 31 | 88 | 10 | 2 | 12 | 5 | 1 | 6 | 5 | 1 | 6 | 0 | 0 | 0 | 2 | 1 | 3 | 1 | 2 | |
| LV | St. Botolph's Infant School (Bishopsgate). | 4d. | Mar. 13, 1891 | 46621-6640 | 51 | 45 | 96 | 13 | 7 | 20 | 8 | 5 | 13 | 5 | 4 | 9 | 0 | 0 | 6 | 3 | 9 | 6 | 0 | 6 | |
| LVI | Sir John Cass (Jewry street) | Free. | Jan. 26, 1891 | 4695-4731 | 105 | 89 | 194 | 20 | 17 | 37 | 11 | 14 | 25 | 9 | 9 | 18 | 1 | 2 | 2 | 2 | 4 | 2 | 2 | 4 | |
| LVII | Langbourne Ward School (Line street). | 4d. and free. | Mar. 27, 1891 | 6621-6658 | 108 | 104 | 212 | 23 | 15 | 38 | 13 | 10 | 23 | 17 | 11 | 28 | 5 | 10 | 8 | 6 | 14 | 4 | 2 | 6 | |
| LVIII | Lady Holles (Redcross street) | Girls, 2d.; infants, 1d. | Mar. 20, 1891 | 7342-7411 | ..... | 321 | 321 | ... | 70 | 70 | ... | 41 | 41 | ... | 46 | 46 | ... | 20 | ... | 35 | 35 | ... | 14 | 14 | |
| G. | City of London | | | | 821 | 590 | 911 | 66 | 111 | 177 | 37 | 71 | 108 | 36 | 71 | 107 | 6 | 26 | 32 | 18 | 47 | 65 | 13 | 19 | 32 |
| LIX | St. Stephen's (Commercial street). | Boys, 3d. and 2d.; girls, 2d.; infants, 2d. and 1d. | Oct. 29, 1890 | 1997-2077 | 203 | 195 | 398 | 52 | 29 | 81 | 35 | 16 | 51 | 36 | 16 | 53 | 16 | 9 | 25 | 27 | 10 | 37 | 8 | 4 | 12 |
| LX | All Saints' (Brick Lane) | 2d. and 1d. | Nov. 12, 1890 | 2242-2342 | 233 | 231 | 464 | 57 | 44 | 101 | 38 | 29 | 67 | 40 | 21 | 61 | 20 | 17 | 37 | 24 | 9 | 33 | 6 | 8 | 14 |
| LXI | Jews' Infants' (Commercial street). | 1d., but not enforced. | Feb. 6, 1889 | 215-278 | 410 | 466 | 876 | 28 | 36 | 64 | 18 | 26 | 44 | 14 | 18 | 32 | 14 | 12 | 26 | 11 | 10 | 21 | 6 | 10 | 16 |

¹The fees payable in each school are entered as some indication of its character.

²These are endowed or ward schools.

³The palates at this school were examined in some cases only.

TABLE 35.—Public elementary schools, etc.—Continued.

| No. | Schools. | Fees charged in each school. ¹ | Date of visit. | Reference number on the report. | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | | | | | | | |
|--------------|--|---|----------------|---------------------------------|--------------------------|--------|---------------------------|-------|-----------------------------------|--------|-------------------------------|--------|----------------|-------|----------------------------|--------|------------|--------|--------|-----|-----|-----|----|----|-----|
| | | | | | Number of children seen. | | Number of children noted. | | Cases with defect in development. | | Cases presenting nerve signs. | | Nutrition low. | | Reported as mentally dull. | | Eye cases. | | | | | | | | |
| | | | | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | | | | | | |
| LXIa | Jews' Free School (Bell Lane, Whitechapel). | 1d., but not enforced. | May 27, 1891 | 7922-8322 | 979 | 1,106 | 2,085 | 219 | 182 | 401 | 98 | 82 | 180 | 141 | 114 | 255 | 28 | 26 | 54 | 53 | 78 | 131 | 40 | 34 | 74 |
| | St. Marys (Whitechapel) ² | 2d. | July 1889 | 779-829 | 274 | 202 | 476 | 31 | 20 | 51 | 19 | 11 | 30 | 12 | 8 | 20 | 7 | 6 | 13 | 8 | 1 | 9 | 3 | 6 | 9 |
| | St. Mark's (Whitechapel) | Boys, 4d., 3d., 2d., and 1d.; girls, 3d., 2d., and 1d.; infants, 2d. and 1d. | Mar. 6, 1891 | 6361-6412 | 170 | 155 | 325 | 28 | 24 | 52 | 23 | 18 | 41 | 12 | 14 | 26 | 5 | 15 | 20 | 8 | 5 | 33 | 4 | 4 | 8 |
| | St. Paul's (Whitechapel, Well-close Square). | Boys, 4d. to 1d.; girls, 4d. to 1d.; infants, 3d., 2d., 1d. | Jan. 26, 1891 | 4920-4967 | 161 | 166 | 327 | 28 | 20 | 48 | 19 | 18 | 37 | 14 | 8 | 22 | 9 | 7 | 16 | 12 | 6 | 18 | 5 | 2 | 7 |
| H. | Whitechapel | | | | 2,430 | 2,521 | 4,951 | 443 | 355 | 798 | 250 | 200 | 450 | 269 | 109 | 468 | 99 | 92 | 191 | 143 | 129 | 272 | 72 | 68 | 140 |
| LXV | "Red Coat" (Stepney Green) | Boys and girls, 6d. and 2d.; infants, 3d. and 2d. | Nov. 6, 1890 | 2078-2241 | 349 | 312 | 661 | 94 | 70 | 164 | 73 | 37 | 110 | 61 | 53 | 114 | 27 | 28 | 55 | 41 | 20 | 61 | 12 | 11 | 23 |
| LXVI | St. Anne's (Limehouse) | Boys and girls, 2d.; infants, 1d. | Nov. 5, 1890 | 2401-2489 | 251 | 233 | 484 | 47 | 42 | 89 | 34 | 26 | 60 | 31 | 27 | 58 | 10 | 14 | 24 | 16 | 13 | 29 | 7 | 5 | 12 |
| LXVII | Free School (Copperfield road, Dr. Barnardo's). | Free. | Feb. 11, 1891 | 5145-5206 | 246 | 262 | 508 | 20 | 42 | 62 | 10 | 33 | 43 | 9 | 28 | 37 | 4 | 21 | 25 | 8 | 22 | 30 | 5 | 1 | 6 |
| I. | Stepney | | | | 846 | 807 | 1,653 | 161 | 154 | 315 | 117 | 96 | 213 | 101 | 108 | 209 | 41 | 63 | 104 | 65 | 55 | 120 | 24 | 17 | 41 |
| LXVIII | Raine's School (St. George-in-the-East). ³ | Boys, 6d. or 5s. 6d., per quarter; girls, 6d. or 5s. 6d., per quarter; infants, 3d. or 2s. 9d. per quarter. | Dec. 5, 1890 | 3414-3560 | 348 | 333 | 631 | 100 | 47 | 147 | 65 | 31 | 96 | 61 | 29 | 90 | 22 | 20 | 42 | 44 | 14 | 58 | 17 | 10 | 27 |
| LXIX | St. Michael's and St. Mary's, R. C. (Commercial Road). | | Nov. 14, 1890 | 2490-2613 | 317 | 293 | 610 | 76 | 48 | 124 | 47 | 32 | 79 | 65 | 34 | 99 | 24 | 19 | 43 | 25 | 19 | 44 | 13 | 7 | 20 |
| J. | St. George's-in-the-East. | | | | 665 | 576 | 1,241 | 176 | 95 | 271 | 112 | 63 | 175 | 126 | 63 | 189 | 46 | 39 | 85 | 69 | 33 | 102 | 30 | 17 | 47 |
| LXX | St. Peter's (Bethnal Green) | 3d. and 2d. | Nov. 18, 1890 | 2612-2657 | 56 | 60 | 116 | 6 | 10 | 16 | 4 | 7 | 11 | 5 | 8 | 13 | 1 | 4 | 5 | 4 | 5 | 9 | 01 | 1 | 1 |
| LXXI | St. Bartholomew's | Boys and girls, 3d. and 2d.; infants, 2d. and 1d. | Dec. 4, 1890 | 3561-3622 | 213 | 216 | 429 | 44 | 18 | 62 | 25 | 6 | 31 | 27 | 6 | 33 | 11 | 8 | 19 | 22 | 4 | 26 | 9 | 6 | 15 |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------|--|--|---------------|-----------|-----|-----|-------|-----|-----|-----|-----|----|-----|-----|----|-----|----|----|----|----|----|-----|----|----|----|
| LXXII | Wesleyan School | Boys, 9d., 8d. and 6d.; girls, 6d.; infants, 3d. and 1d. | Dec. 2, 1890 | 3174-3232 | 151 | 111 | 262 | 38 | 21 | 59 | 29 | 10 | 39 | 23 | 12 | 35 | 2 | 4 | 6 | 11 | 5 | 16 | 3 | 10 | 13 |
| LXXIII | St. James-the-Less | Boys and girls, 2d.; infants, 1d. | Dec. 4, 1890 | 3366-3413 | 157 | 83 | 240 | 42 | 6 | 48 | 28 | 4 | 32 | 25 | 4 | 29 | 7 | 0 | 8 | 15 | 00 | 15 | 13 | 8 | 8 |
| LXXIV | St. John's (Pool Grove) | Boys and girls, 2d.; infants, 1d. | Oct. 30, 1890 | 2343-2400 | 141 | 162 | 303 | 38 | 20 | 58 | 22 | 13 | 35 | 31 | 14 | 45 | 17 | 2 | 19 | 14 | 7 | 21 | 5 | 5 | 10 |
| K, L. | | | | | | | | | | | | | | | | | | | | | | | | | |
| LXXV | Bethnal Green | Boys, 4d. and 2d.; girls, 6d., 4d., 3d., and 2d.; infants, 3d. and 2d. | Mar. 2, 1891 | 6098-6107 | 718 | 632 | 1,350 | 168 | 75 | 243 | 108 | 40 | 148 | 111 | 44 | 155 | 38 | 19 | 57 | 66 | 21 | 87 | 25 | 22 | 47 |
| LXXVI | St. John's National (Hackney) | Boys and girls, 3d.; infants, 2d. | Feb. 9, 1891 | 5639-5749 | 330 | 296 | 536 | 67 | 33 | 100 | 37 | 25 | 62 | 40 | 15 | 55 | 14 | 13 | 27 | 26 | 8 | 34 | 10 | 5 | 15 |
| LXXVII | St. George's (Battersea) | Boys and girls, 3d.; infants, 2d. | Apr. 22, 1891 | 7005-7230 | 656 | 663 | 1,319 | 141 | 85 | 226 | 89 | 57 | 146 | 73 | 45 | 118 | 27 | 21 | 48 | 50 | 48 | 98 | 25 | 12 | 37 |
| M. | | | | | | | | | | | | | | | | | | | | | | | | | |
| LXXVIII | Battersea | Boys and girls, 3d.; infants, 3d. | Dec. 3, 1890 | 3233-3265 | 982 | 957 | 1,939 | 210 | 127 | 337 | 138 | 84 | 222 | 100 | 58 | 138 | 45 | 40 | 85 | 72 | 66 | 138 | 34 | 25 | 59 |
| LXXIX | St. George's (Camberwell) | Boys, 4d., 3d., and 2d.; girls, 3d., 2d., and 1d.; infants, 2d. and 1d. | Feb. 26, 1891 | 6009-6007 | 243 | 206 | 449 | 42 | 47 | 89 | 23 | 28 | 51 | 22 | 17 | 39 | 5 | 16 | 21 | 24 | 19 | 43 | 5 | 7 | 12 |
| LXXX | All Saints' (East Street, Walworth) | Girls, 9d.; men, 9d., and 6d.; infants, 6d. | Nov. 29, 1888 | 61-172 | 145 | 559 | 704 | 15 | 97 | 112 | 8 | 23 | 31 | 9 | 74 | 83 | 2 | 42 | 44 | 9 | 25 | 34 | 3 | 17 | 20 |
| N. | | | | | | | | | | | | | | | | | | | | | | | | | |
| LXXXI | Stockwell Practising Schools at Training College. ⁴ | | | | | | | | | | | | | | | | | | | | | | | | |
| LXXXII | Campbell, Walworth, and Stockwell. | | | | | | | | | | | | | | | | | | | | | | | | |
| LXXXIII | St. Mary's (Hermondsey) | 3d. and 2d. | Jan. 9, 1891 | 4461-4550 | 283 | 296 | 579 | 49 | 41 | 90 | 30 | 25 | 55 | 32 | 22 | 54 | 3 | 18 | 21 | 26 | 14 | 40 | 10 | 6 | 16 |
| LXXXIV | St. James's (Hermondsey) | Boys, 6d., 4d., and 3d.; girls, 6d., 4d., and 3d.; infants, 2d. | Jan. 8, 1891 | 3949-4022 | 261 | 203 | 464 | 57 | 17 | 74 | 37 | 13 | 50 | 32 | 4 | 36 | 10 | 2 | 12 | 29 | 5 | 34 | 11 | 4 | 15 |
| LXXXV | Boucher's School ³ | Boys and girls, 9d.; infants, 6d.; boys, 6d.; girls, 6d.; infants, 6d., 4d., and 3d. | Feb. 10, 1891 | 5750-5862 | 352 | 274 | 626 | 81 | 32 | 113 | 53 | 16 | 69 | 49 | 22 | 71 | 13 | 10 | 23 | 36 | 15 | 51 | 14 | 4 | 18 |
| LXXXVI | Borough Road Practising School at Training College. ⁴ | Boys and girls, 6d., and 4d.; infants, 2d. | Nov. 7, 1888 | 1-60 | 239 | 239 | 60 | 60 | 60 | 34 | 34 | 34 | 40 | 40 | 40 | 40 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 5 | 5 |
| O. | | | | | | | | | | | | | | | | | | | | | | | | | |
| LXXXVII | Bermondsey and St. Savour's. | | | | | | | | | | | | | | | | | | | | | | | | |
| LXXXVIII | St. John's (Deptford) | Boys, 6d. to 2d.; girls, 4d., 3d., 2d.; infants, 3d., 2d. | Jan. 13, 1891 | 4198-4264 | 252 | 212 | 461 | 39 | 28 | 67 | 29 | 14 | 43 | 17 | 15 | 32 | 6 | 6 | 12 | 22 | 12 | 34 | 4 | 10 | 14 |

¹ The fees payable in each school are entered as some indication of its character.

² These are endowed or ward schools.

³ This is an endowed school.

⁴ The palates at this school were examined in some cases only.

TABLE 35.—Public elementary schools, etc.—Continued.

| No. | Schools. | Fees charged in each school. | Date of visit. | Reference number on the report. | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | |
|-------------|---|---|----------------|---------------------------------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
| | | | | | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. |
| LXXXVI... | Regent Street Board School (Deptford). | 1d | Apr. 21, 1891 | 6848-7004 | 562 | 528 | 1,090 | 71 | 87 | 157 | 40 | 60 | 100 | 43 | 56 | 99 | 14 | 34 |
| LXXXVII.. | Christ Church (Greenwich)... | Boys and girls, 4d. and 3d.; infants, 2d. | Mar. 4, 1891 | 6272-6360 | 222 | 218 | 440 | 47 | 42 | 89 | 25 | 24 | 49 | 9 | 10 | 19 | 19 | 13 |
| LXXXVIII. | St. Mary's (King Street, Woolwich). | 2d | Dec. 10, 1890 | 3623-3709 | 311 | 263 | 574 | 54 | 33 | 87 | 36 | 16 | 52 | 35 | 18 | 53 | 8 | 3 |
| P. | Deptford, Greenwich, and Woolwich. | ..... | ..... | ..... | 1,347 | 1,221 | 2,568 | 211 | 189 | 400 | 130 | 114 | 244 | 120 | 113 | 233 | 37 | 53 |
| LXXXIX... | St. Stephen's (Lewisham)... | 3d | Feb. 19, 1891 | 5390-5464 | 257 | 180 | 437 | 46 | 29 | 75 | 24 | 20 | 44 | 28 | 18 | 46 | 2 | 12 |
| XC | St. Mary's (Lewisham)... | 3d | Feb. 25, 1891 | 5953-6008 | 193 | 223 | 416 | 35 | 19 | 54 | 21 | 17 | 38 | 15 | 6 | 21 | 2 | 3 |
| Q. | Lewisham | ..... | ..... | ..... | 450 | 403 | 853 | 81 | 48 | 129 | 45 | 37 | 82 | 43 | 24 | 67 | 4 | 15 |
| XCI..... | Holy Trinity (Guldford)... | ..... | Mar. 23, 1891 | 6091-6752 | 231 | 168 | 399 | 44 | 18 | 62 | 34 | 10 | 44 | 24 | 10 | 34 | 3 | 7 |
| XCII..... | St. Nicholas (Guldford)... | ..... | do | 6059-6690 | 133 | 143 | 276 | 14 | 18 | 32 | 4 | 14 | 18 | 12 | 5 | 17 | 2 | 6 |
| R. | Guldford | ..... | ..... | ..... | 364 | 311 | 675 | 59 | 36 | 94 | 38 | 24 | 62 | 36 | 15 | 51 | 5 | 13 |
| XCIII..... | St. John's (Croydon)... | ..... | Jan. 28, 1891 | 4551-4682 | 520 | 352 | 872 | 97 | 35 | 132 | 68 | 18 | 86 | 42 | 21 | 63 | 17 | 8 |
| XCIV..... | St. James's (Croydon)... | ..... | Jan. 29, 1891 | 4829-4800 | 172 | 184 | 356 | 33 | 29 | 62 | 39 | 16 | 45 | 20 | 19 | 39 | 4 | 8 |
| XCV..... | Ragged School (Croydon)... | ..... | do | 4891-4919 | 109 | 96 | 205 | 18 | 11 | 29 | 12 | 10 | 22 | 7 | 3 | 10 | 4 | 3 |
| S. | Croydon | ..... | ..... | ..... | 801 | 632 | 1,433 | 148 | 75 | 223 | 109 | 74 | 153 | 69 | 43 | 112 | 25 | 19 |
| XCVI..... | Maybury Road Board School (Woking). | ..... | Jan. 21, 1891 | 4312-4386 | 275 | 199 | 474 | 47 | 28 | 75 | 30 | 19 | 49 | 29 | 17 | 46 | 7 | 13 |
| XCVII..... | British School (Weybridge)... | ..... | Feb. 4, 1891 | 5096-5108 | 28 | 40 | 68 | 7 | 6 | 13 | 4 | 5 | 9 | 5 | 3 | 8 | 0 | 1 |
| XCVIII..... | National School (Weybridge)... | ..... | Feb. 4, 1891 | 5056-5095 | 616 | 311 | 25 | 15 | 40 | 19 | 12 | 31 | 12 | 4 | 16 | 1 | 5 | 6 |
| XCIX..... | National School (Addlestone)... | ..... | Feb. 4, 1891 | 5092-5055 | 239 | 234 | 493 | 30 | 25 | 54 | 21 | 16 | 40 | 15 | 7 | 22 | 3 | 6 |
| C | Sir William Perkin's School (Chertsey). | ..... | Feb. 5, 1891 | 5524-5619 | 356 | 283 | 639 | 66 | 30 | 96 | 49 | 23 | 72 | 34 | 13 | 47 | 16 | 11 |

INTERNATIONAL COMMITTEE ON THE MENTAL AND PHYSICAL CONDITION OF CHILDREN.

FORMATION OF A COMMITTEE.

At the International Congress of Hygiene and Demography the following resolutions were passed:

In Section IV (infancy and childhood) it was proposed by Dr. Shuttleworth (Lancaster), seconded by Mr. Graham Balfour, and carried unanimously:

That, according to the returns prepared by Dr. Warner on the feeble-minded, epileptic, etc., it would appear that an appreciable number of children, though not imbecile, are more or less defectively developed in brain and body. That for their training and education special arrangements are necessary, and that in the absence of such arrangements there is grave fear of moral and mental deterioration.

In Division II (Demography) the following resolution was proposed by Mr. Ernest Hart, seconded by Mr. Graham Balfour, and carried unanimously:

That an investigation which has been made in regard to the conditions of bodily development and brain action in some 50,000 children indicate new and grave problems respecting the provision necessary for the care and training of those who are more or less defective in make, and also respecting the causation, in certain districts, of mal-developments which are much associated with defects of the brain; and that an extended scientific inquiry is desirable for the further elucidation of this subject.

In Section IV the following resolution, proposed by Dr. Kotelman (Hamburg) on behalf of Dr. Ludwig Strumpell (Leipzig), Dr. F. L. A. Koch (Leipzig), Dr. Emil Schmidt (Leipzig), Dr. Ernst Hasse (Leipzig), amended by Dr. Warner, was carried with one dissentient:

That this congress do appoint a commission of persons severally conversant in: (1) Examination of the physical condition of children; (2) mental conditions and diseases; (3) education and methods of dealing with children; (4) statistical compilation of facts; whose duty it shall be to inquire into the condition of children in schools and elsewhere, and carry out the same upon a fixed plan. This congress empowers the commission to add to their number, and to appeal to recognized authorities or courses for assistance if necessary.

The following were proposed as members of the commission, Dr. Warner being the convener: Dr. Kotelman, Hamburg; Dr. Jacobi, New York; Dr. Roussel, Paris; Dr. Burgerstein, Vienna; Dr. Kuborn, Seraing-Liège; Sir Douglas Galton, London; Mr. Diggle, London; Dr. G. V. Poore, London; Mr. Spalding, London; Dr. Warner, London.

This committee appointed by the International Congress of Hygiene has now been considerably enlarged by the addition of Representatives from various learned societies, and now consists of

E. WHITE WALLIS,
Secretary, Parkes Museum, Margaret street, W.

MEMBERS OF THE COMMITTEE ON THE MENTAL AND PHYSICAL CONDITION OF CHILDREN.

President, Lord Egerton of Tatton, late chairman of the Royal Commission on the Blind, Dumb, etc.

Chairman, Sir Douglas Galton, K. C. B., LL. D., F. R. S.

Treasurer, Rowland Hamilton, F. S. S., representative of the Royal Statistical Society.

The Archbishop of Westminster; Sir Thomas Crawford, K. C. B., Q. H. S., M. D.; Sir Philip Magnus; Sir George Humphry, F. R. S., representative of the British Medical Association; Sir Richard Quain, Bart., F. R. S.; Dr. Fletcher Beach; Rev. George Bell, master Marlborough College; G. W. Bloxam; E. W. Brabrook; Dr. Bridgewater, representative of the British Medical Association; Surgeon-General Cornish, C. I. E., F. R. C. S.; Joseph R. Diggle, esq., chairman of the School Board for London; Dr. Langdon Down, representative of the British Medical Association; Dr. Farquharson, M. P.; Dr. J. G. Garson; Timothy Holmes, M. A., F. R. C. S., representative of the Charity Organization Society; Gen. Moberly, vice-chairman of the School Board for London; Shirley Murphy, M. R. C. S., medical officer of health, London County Council; Dr. Needham, commissioner in lunacy, representative of the British Medical Association; J. W. Palmer, Miss Poole, Dr. G. V. Poore, honorable secretary general, Congress of Hygiene and Demography; Dr. Henry Rayner, Dr. T. J. Rogers, Dr. G. H. Savage, J. Holt Schooling, Rev. T. W. Sharpe, senior chief inspector, Education Department; Dr. Shuttleworth, T. A. Spalding, LL. D., Hon. Lyulph Stanley, member School Board for London; Dr. Octavius Sturges, Dr. Francis Warner, Rev. J. C. Weldon, head master Harrow School.

Secretary, E. White Wallis, F. S. S., secretary of the Sanitary Institute.
Offices, Parkes Museum, Margaret street, London, W.

The committee desire to spread information as to new evidence upon conditions of child life, physical and mental, and have addressed a letter to the Universities, Colleges, and other educational bodies, suggesting the desirability of establishing lectures upon the subject. One course of lectures has been arranged to commence in October, and it is hoped that others will shortly follow. The committee are also in communication with Washington, New York, Paris, Vienna, and Leraing-Leige.

CHAPTER XXX.

FACILITIES IN EXPERIMENTAL PSYCHOLOGY IN THE COLLEGES OF THE UNITED STATES.

BY WILLIAM O. KROHN, PH. D.

(Professor of psychology and pedagogy, University of Illinois.)

INTRODUCTION.

The first laboratory in experimental psychology was founded by Prof. Wilhelm Wundt at Leipzig in 1878, with very unpretentious aims and inauspicious beginnings. At first he received neither patronage nor recognition from the State and indeed his one room was no more than a little *Werkstätte*, for the psychological laboratory of that day was of necessity an experiment in itself. However, this little laboratory soon became widely known, and on account of its very novelty attracted many of the students of philosophy then attending the University of Leipzig. The value of their new experimental method so impressed these students that it was soon carried into effect at other institutions, and happily this new movement early found its way to America. To President G. Stanley Hall and Dr. J. McKay Cattell, Wundt's first American students, belongs the credit of introducing the experimental methods of treating psychology into the American college; the first laboratory being that of Johns Hopkins University at Baltimore, in which laboratory so many of the teachers of experimental and comparative psychology in the various colleges of the United States received their training. From this one comparatively small laboratory at Johns Hopkins the number has rapidly increased to fifteen now in actual use while no less than ten other institutions have taken steps to secure laboratory facilities within a year.

In Europe the progress of the new movement in psychology has been much slower than in our own country, but of Wundt's students Münsterberg established a laboratory at Freiburg in Baden and Martins in Bonn, while G. E. Müller at Göttingen has a laboratory that can hardly be excelled. The last named is in all probability the outgrowth of that interesting series of lectures on *Medicinische Psychologie* read by Hermann Lotze while he was professor in Göttingen, whose successor Müller is. At Berlin, Heidelberg, Munich, Geneva, Bern, Copenhagen, Groningen, and Jena are smaller collections of apparatus which serve chiefly for the purposes of illustration and the carrying on of "practice courses" rather than for original research. The limited facilities at these latter places are due rather to the poor financial support on the part of the State, most of the laboratories having been established by the professors out of their own meager salaries and limited means. The facilities at Paris are very good, but in all England there is as yet practically nothing in this line. At Cambridge a meager £100 has just been appropriated, while at Oxford only very recently has the matter been even discussed. On the other hand the valuation of the present laboratory equipment in this country is more than \$30,000, much greater than that of all the European laboratories put together.

In the following description an effort has been made to place before the public the actual facilities in experimental psychology at those institutions of our country so fortunate as to possess them, with a belief that many of the questions now being propounded will find answer in such a description; and also with the hope that it will be demonstrated to all that psychology no longer lives upon the crumbs that fall from the tables of neurology and physiology, but investigates from its own point of view and no less broad mindedly than the other sciences.

There is no longer need of argument for the value of experimental methods as applied to psychology and yet some would fain restrict the psychologist to a color mixer and a few models of the brain as his quota of apparatus, forgetting that nineteenth-century students demand nineteenth-century methods, and that a fourteenth-century psychology will no longer suffice in the American college. There was a time when the chemist needed little else than a spoon and a bottle for his work, but happily this is no longer the case.

In none of the natural sciences has there been the rapid growth that has marked the development of experimental psychology in the United States, for it must be remembered that, with but one exception, all of the fifteen laboratories now in existence in this country have been founded since the autumn of 1888—within *four years*—and furthermore, this number is to be nearly doubled within a year.

It is the further hope that the many doubts and misgivings with reference to the "new" psychology which so frequently find expression in the question: Of what use is a laboratory to the psychologist? will be met in the following description of the various laboratories and that the question itself will be afforded a sufficiently clear answer.

The exhibit in this branch of natural science at the World's Fair, as indicative of actual work done in our colleges, will surprise even some of the closest students of the curriculum and its modification in the American college and will further show as a real matter of fact that the facilities in experimental psychology in the colleges of the United States are nowhere surpassed in the way of advantages offered for original research in one of the most interesting, because one of the most fruitful lines of investigation open to the scientific student.

BROWN UNIVERSITY.

The courses offered in psychology are the following: (1) Introductory course in psychology extending through two terms, required of all juniors. (2) Introductory laboratory course with demonstration and experimental work by the students, one term, elective for juniors. (3) Advanced course, extending through the year, elective for seniors and graduates, consisting of original research in the laboratory and seminary for papers and discussions.

At the date of this writing (December, 1892) the laboratory has been in operation only three months, and hence is not yet fully equipped with apparatus. Some pieces have been ordered, but have not yet arrived, *e. g.*, chronoscope, time-sense apparatus, etc. Others are in course of construction. The list will be made thoroughly complete for demonstrations, and every thing else will be procured as needed for special research. The principal instruments already procured are as follows: The usual apparatus for sensations of contact, pressure, temperature, smell, taste and position, rotation. For the muscle sense, weights, and a new apparatus for measuring extent and rapidity of motion. For hearing, tuning-forks, resonators, siren, sonometer and organ pipes. For vision, various pieces of apparatus for demonstrating the mechanism of the eye, stereoscope, Holmgren's worsteds for investigating color blindness; Helmholtz and Bradley's colored papers, color-wheels and a complete set of apparatus for Hering's experiments in simultaneous contrast, "kymograph, tambours, and electric recording signals, recording metronome, sphygmograph, dynamograph, dynamometer, pneumograph, apparatus for detecting and recording unconscious movements of the hand and Jastrow's automatograph. Further apparatus is rapidly being procured and much can be constructed by the university carpenter and mechanic who have fully equipped workshops.

The library has four rooms, two large ones (one of them 40 by 20 feet), one of which can be thoroughly darkened, and two small ones, each of which is removed from noise, can be darkened, and is electrically connected with the main rooms.

The library of the University contains 75,000 volumes. In psychological literature it is yet far from complete, but the defect is being remedied as rapidly as possible. Every thing needed for special research will be provided.

THE CATHOLIC UNIVERSITY OF AMERICA, WASHINGTON, D. C.

The laboratory for the department of experimental psychology had its beginning during the winter of 1891-'92, three suitable rooms in the divinity building having been set apart for the purpose. Lectures are given three times a week and experimental work is carried on daily. At present the equipment includes the following pieces of apparatus: 3 specimen brains, 2 large models of the brain (Auzoux), 10 small models of the brain (Leipzig), models of eye and ear, model showing eye movements (Wundt), microscopes and histological preparations of nervous tissue, 1 tone measurer (Appium), 1 set (13) tuning forks (Appium), 1 set (20) tuning forks (König), 1 set (22) cylinders (König), 1 set (14) resonators (König), 3 color tops, 1

pendulum apparatus (Wundt), 1 control hammer, 1 Hipp chronoscope (new pattern), 1 recording drum, 2 metonomes, 2 sound hammers, 2 signal bells, 1 electro motor, 1 set statives; Edison batteries, rheochord, Morse keys, commutators, etc.

The arrangement of the laboratory in its present temporary location is far from perfection. However, improved facilities for work will be afforded in the new hall of philosophy, where greater amount of space, divided into convenient and well-appointed rooms, is assigned to the department of experimental psychology.

UNIVERSITY OF CHICAGO.

There is at present but one institution offering work in psychology, and during the present year three different courses are given, as follows: (1) An introductory course consisting (a) of a physiological part, devoted to the anatomy and physiology of the nervous system, and the sense organs, and based partly on Bernstein's Five Senses; (b) a psychological part, in which is used James's Briefer Course. This is a "double minor," coming five hours a week, for twelve weeks. Next quarter there will be given two parallel courses occupying four hours a week each, and continuing through the remainder of the year, viz: (2) An advanced course in psychology, a reading course based on James's Principles, for those who have had the introductory course; (3) A laboratory course in experimental psychology, based on Dr. Sanford's Notes.

Most of the first appropriation of \$1,000 has already been expended for psychological instruments, models and the like. So far the apparatus is as follows: Series of tuning-forks, (König), differential sonometers, set of resonators (König), Helmholtz phakoscope, Kuehne's artificial eye, Ewald's pseudoscopes, Golton's set of test-weights, Talrich's models of the brain, Auzoux's models of the brain, eye, and ear. Other pieces, *e. g.* Hipp chronoscope and Cattell's fall-chronometer, have been ordered, but have not yet arrived.

There has been made a further appropriation of \$800 for the purchase of psychological instruments in connection with the exhibit at the World's Fair. This will bring to the University a large number of pieces of value for demonstrational purposes.

Within a year the psychological laboratory will be in comfortable quarters in the new biological building which is soon to be erected.

CLARK UNIVERSITY.

The work in psychology at Clark University embraces the allied topics of anatomy of the nervous system, anthropology, pedagogy, and experimental psychology.

The laboratory in experimental psychology at this institution is in many respects the pioneer laboratory of this country both historically and pragmatically. Indeed it comprises nearly all the original apparatus used in the first laboratory in this country, that of Johns Hopkins University.

The three rooms occupied were planned with especial care in the construction of the university building. The largest room occupied by the general laboratory can be readily transformed into a very acceptable dark-room. In this room all the general class work (except lectures) takes place. It is also the general apparatus room, well furnished with wall cases, and supplied with abundant table space, cabinets of drawers and a work bench. The larger part of the best apparatus have been made by the university mechanic.

A very complete equipment is available to the students in the following lines of experimental investigation: (1) Sensations of contact, (2) temperature sensations (hot and cold spots), (3) sensations of pressure, (4) static sensations, *e. g.*, recognition of the postures of the body as a whole, (5) muscle sense, (6) joint and tendon senses, (7) study of bilateral asymmetry of function, (8) sensations of taste and smell, (9) hearing, (10) vision, (11) reaction time experiments.

Over 300 sets of experiments are carried out during the year under the supervision of the laboratory demonstrator.

The chief apparatus is: Hipp chronoscope, two Ludwig kymographs with Cambridge interrupter and other accessories; students drum as recording apparatus; a well-designed wall pendulum on knife edges set in motion electrically and a very accurate time measurer; Wundt's "Zeitsinn" apparatus; control hammer; athetometers of different patterns; a complete series of weights for experiment on pressure sense; tilting board; rotating table; Mosso's bed: olfactometer; harmonium; sonometer; Helmholtz phakoscope; ophthalmotrope; plenophalmotrope; tambours; Duprez signals; Hering's color mixers; battery, and motors. Mention can not be made of the numerous minor, and, to outsiders, seemingly insignificant pieces of apparatus with which the majority of the experiments are made. Twenty-five hundred dollars is a conservative valuation of the equipment at Clark.

The following are the courses offered:

(1) *Practical course.*—This consists of about 300 experiments covering the chief

problems of touch, taste, smell, hearing, vision, psycho-physic law, reaction times, association, memory, rhythm, etc. This course follows the normal course now being marked out by Dr. Sanford in the *American Journal of Psychology*, and is intended to give practical familiarity with psycho-physic apparatus, methods, and phenomena, and will occupy three afternoons a week.

(2) *Lectures on physiological psychology*.—These are given thrice a week throughout the year. This course supplements and is concurrent with course 1. It treats of the history, methods, and results of modern experimental psychology and embraces digests of current literature.

(3) A course of two sessions per week through the year, partly by lecture and partly by seminary upon instinct, dreams, hypnotism, and other topics, with demonstrations. The psychological parts of anthropology (myths, rites, and customs) are, in a measure, included in this course.

(4) Weekly conferences devoted to lecturettes, journal club work, quizzes, and seminary study of selected themes in the field of psychology and philosophy.

(5) *Investigation*.—Each advanced student is expected to select some promising topic of research, either experimental or literary, and to have something to show for his work before the end of the year.

Good literary digests in course 4, or valuable studies in course 5, may be published in the *American Journal of Psychology*, edited by the department.

The founder of this university endowed twenty fellowships, some yielding \$600, some \$400 annually, and ten scholarships yielding \$200 annually. Of the fellows, the past year, 8 were in the department of psychology, likewise 3 scholars.

The *American Journal of Psychology* is published at Clark University, edited by President G. Stanley Hall. Each volume contains four numbers of about one hundred and fifty pages each. Besides original articles, about half the space is devoted to careful digests of the important literature of the field. This journal stands in the same relation to the psychological investigations of our own land as do Wundt's *Philosophische Studien* and Ebbinghaus' *Zeitschrift für Psychologie und Physiologie der Sinnesorgane* to those of Germany.

COLUMBIA COLLEGE.

The laboratory of experimental psychology at this institution occupies four rooms on the top floor of the building containing the offices of administration. One of these rooms (about 40 by 20 feet) is used as a lecture room and laboratory for instruction. The other three rooms (each about 20 by 20 feet) are used chiefly for special research. One room is a dark room, for work on vision. The rooms are well lighted and are supplied with water, gas, and electric power. The college will remove in two years and in the new buildings great care will be given to the accommodation and fittings of the laboratory of experimental psychology.

The collection of apparatus is probably not surpassed by any in this country or in Europe. Two thousand five hundred dollars have been appropriated for the collection by the trustees, in addition to the apparatus which cost \$1,200 now in use. The apparatus has been secured with a view to a complete course of experiments, such as is carried out by the students attending the introductory course, and with a view to special researches. There are this year (1892-93) six students doing special advanced work.

Three courses in experimental psychology are offered by Prof. Cattell: (1) Introductory course; (2) an advanced course whose subject is altered each year; and (3) research work, for which the laboratory is open at all times. An introductory course in psychology is given by Prof. Hyslop and an advanced course by Prof. Butler. Prof. Osborn gives a course on "The Brain," and many other courses of interest to students of experimental psychology are offered by the several faculties of the college and institutions of the city.

University fellowships are open to the students of this department and the library facilities are excellent.

CORNELL UNIVERSITY.

The psychological laboratory of Cornell University is one year old and completely arranged for work. It occupies the third story of the south section of White Hall and contains six rooms, each room being connected with all the others by an elaborate system of telegraphic wires, which facilitates the carrying on of simultaneous work in different parts of the laboratory. The floors are solid, an important feature in the adjustment of fine apparatus, and the elevation secures perfect quiet for experimentation. The first room is devoted to experimental work in acoustics. The laboratory is especially rich in acoustical apparatus, which includes a piano-forte, an Appium's tone measurer (triple set), a long series of tuning forks from the

Hanan workshop, and an extensive set of the instruments made by Koenig, of Paris. This room is connected by a metal tube for the transmission of auditory stimuli, with the acoustical reacting room.

The second room is arranged as the reacting room in chronometrical experiments. The apparatus is fairly complete. It comprises two Hipp chronoscopes of the new construction, a kymograph of the Ludwig pattern, to which the time-sense disk has been fitted; the large control-hammer, recently devised by Wundt; electro-magnetic hammers, and the Hipp fall-apparatus, for sound stimulation; Cattell's keys, for lip and word reaction; a reading telescope (Cambridge Instrument Company); together with the usual series of simple reaction keys, commutators, bells, resistance boards, etc. A pendulum for light reactions, and a chronograph will soon be added to the collection.

In addition to these instruments room No. 2 contains a series of brain models, including the large Anzoux specimen; two Marey tambours; the Cambridge Instrument Company's box of weights; apparatus for the investigation of the sense of smell; metronomes.

Room No. 3 is arranged as the professor's private room. Here is stored a set of psychophysical and physiological diagrams, and the seminary library will be placed here for the convenience of students who are working continuously in the laboratory.

Room No. 4 is fitted up as a workshop. It contains, besides bench and tool cupboard, the storage battery from which the electrical supply for the laboratory is derived. The fifth room is a dark chamber, and will serve both for optical researches and as the reacting room in acoustical work. An internal chamber, which is movable and still darker, can be employed for perimetric and other experiments.

Room No. 6 is the largest of the suite. At present it has a double function. It is furnished to accommodate small classes; while it also contains the chronoscope table, and so stands in the relation of experimenting room to No. 2. Here are arranged, further, the optical apparatus—Krille's large color-mixer and after-image apparatus; models to demonstrate the movements of the eyes (Helmholtz, etc.); three color-mixing tops of the new Krille pattern; two demonstration stereoscopes; a spectrophotometer, made by the Cambridge Instrument Company; the same company's box of wool color tests; two episkotisters; a diaphragm apparatus, as used by Kirschmann, etc. To these must be added Wundt's fall chronometer for demonstrating the extent of apperception.

The collection of instruments is continually being added to, and the resources of the laboratory increased by the further acquisition of books and diagrams. It will, in all probability, be necessary before long to devote room No. 6 to experimental work exclusively. This term twenty-one students are hearing the professor's course (advanced psychology, with experimental demonstrations), and fifteen are taking work in the laboratory, introductory or advanced.

The laboratory has a special endowment, and psychology a special library fund. The following courses are now offered: (1) Advanced psychology with experimental illustrations; (2) introduction to laboratory work; (3) reading of German psychology, with work of all kinds in the laboratory.

There are three fellowships and six scholarships in the Sage school; and these are open to candidates offering psychology.

DENISON UNIVERSITY.

The instruction in experimental psychology at Denison University is in charge of the department of biology. The course is based on a thorough preparation in anatomy and physiology, including embryology, histology, and comparative morphology. A term in neurology is given to scientific students in the fall of the junior year, and a term of physiological psychology is elective for all students in the winter term of the senior year. In the graduate course, a year of advanced work and research is provided for, distributed between psychophysics, comparative psychology, and neurology. A building in course of erection will afford room for one or more laboratories for this work and will be equipped with chronoscope, pendulum, myograph, and the most essential apparatus. A special course of shopwork in which students will construct apparatus of their own devising, will be a feature of the equipment. The present year a single term has been devoted to neurology and physiological psychology.

HARVARD UNIVERSITY.

The department of psychology at Harvard has spared neither money nor endeavor to equip its laboratory in the best manner possible, and as a result we find at America's oldest educational institution what is probably the most valuable collection of psychological apparatus in the world.

In the first place it must be mentioned that there are at Harvard three teachers giving their entire time and effort to instruction in psychology with thirty students taking the practice course and a dozen more advanced men occupying themselves with important research.

The laboratory occupies the upper floor of Dane Hall, the former home of the law school, and consists of two very large rooms (36 by 25 feet), well lighted, and also an excellent dark room.

The apparatus can not be listed in detail, but is arranged in the following four groups:

(1.) Demonstration apparatus (*a*) such apparatus as best serves to represent the connection between mind and body, and their reciprocal influence upon each other. (*b*) Models and prepared tissue of the brain, nerves, and organs of sense, including the most expensive models of the eye and ear, as well as one showing the course of the nerve tracts to the brain. Also a number of wax models for use in the comparative study of the brain. This group also includes a vast number of anatomical charts and histological preparations together with an excellent microscope and accessories. All these are of course only for the purpose of demonstration and form no part of the apparatus for real experimental work.

(2.) Department for the study of the psychology of the senses. There is included in this group a complete set of tuning-forks, an organ, harmonium, reeds and pipes, and resonators for psychological study of the sensations of sound, various kinds of color-mixers, excellent prisms, instruments for the study of the phenomena of after images, as well as of color blindness, and a perimeter, constituting some of the apparatus devoted to psychological optics. Mention must also be made of the complicated apparatus used for the study of the sensations of pressure and contact as well as the various forms of sensation of motion.

(3) Instruments used for psychometric investigations. The laboratory at Harvard is unusually rich in apparatus of this class. Indeed it is as complete in this line as any laboratory can be made at this stage of the science.

(4) The last group includes all apparatus which serves in the investigation of the higher mental processes, *e. g.*, illusions of space and time, studies of memory, attention, association of idea, and forming of judgments. This group also comprises the most recently devised apparatus for the study of the æsthetic feelings.

Belonging to the above four departments, the most expensive pieces of apparatus are the following: Model of the brain (Aeby's and also Auzoux's), models of the end organs of sense, König's acoustic apparatus, color disks from Hering and Wundt, Baltze's kymograph, registering tuningforks; Ewald's, Hipp's and Münsterberg's chronoscopes and Münsterberg's apparatus for the study of sensations of movement.

At the time of this writing these are the chief pieces of research in progress: (1) Influence of attention upon intensity; (2) localization of several simultaneous sound impressions; (3) investigations upon the æsthetics of color and form; (4) discrimination time for space intervals, following Münsterberg's favorite method of Kettenreaktion; (5) association time with speech; (6) reciprocal influence of sense impressions; (7) influence of the mental process upon bodily fatigue; (8) fusion of touch sensations; (9) reciprocal action of the various volitional impulses.

The courses offered are as follows: (1) Introduction to psychology. Three hours a week one-half year. (2) Beginner's course. Three hours a week entire year. (3) Weekly demonstrations of the above to groups of 10 persons each. (4) Laboratory research. Three to four hours each day. (5) Psychological seminary.

The laboratory also contains a well-equipped psychological library of 400 volumes.

Prof. Münsterberg, who was for so long located at Freiburg in Baden, and who has so recently connected himself with Harvard, brought with him much of his own apparatus with which he made his name and reputation in Germany. This apparatus is a valuable addition to Harvard's facilities.

UNIVERSITY OF ILLINOIS.

The laboratory at this university is just beginning to assume definiteness of form and arrangement. Indeed, it is the newest of all the laboratories in the United States at the time of this report, the first apparatus being set up January 10, 1893. For present needs the quarters in the new natural history building are sufficiently ample, embracing one large laboratory room with water, gas, and electricity, well glazed, and having a solid floor; a dark room, with double sink and gas, entrance to this room being indirect through three doors; and a store room, while there is a lecture room and a private research room in the main building. These quarters, though merely temporary, are quite above the average.

A considerable amount of apparatus is ordered and on the way, but the best and most satisfactory is that constructed in the engineering shops of the university at very low cost, but with great skill. A complete set of charts is being prepared, while the best models and specimens of prepared tissue are in the laboratory.

In the present class of the general course there are thirty seniors. One graduate student has been taking advanced work in this department. The courses are to be organized with a view to offering the best advantages in experimental psychology. The chief and most promising piece of original research now in progress is "A Study of the Dermal Sensations of Pressure, both simultaneous and successive." The results include some very important facts with reference to the educability and memory of the skin.

An entrée of the most generous sort into the State hospitals for the insane, deaf, and dumb, and the blind is not one of the least advantages enjoyed by the students in psychology of this university.

A university bulletin, the publication of which is just begun, affords a desirable avenue for the publication of important results of experimental work. All the leading magazines pertaining to work in this field are accessible to the students.

INDIANA UNIVERSITY.

The laboratory for experimental psychology in Indiana University was opened upon a very modest foundation in the winter of 1887-'88. Gradual additions were made, the value of apparatus at the end of the college year 1890-'91 amounting to about \$500. The equipment did not warrant the opening of complete courses, but almost all chapters in experimental psychology were partially illustrated by demonstrations, while researches were carried out in reaction time, estimation of distance by the skin, successive association, and illusions of apperception.

During the college year 1890-'91 work in experimental psychology ceased during the absence of the professor on leave. In that year, however, provision was made for generous additions to the laboratory. At the present time the laboratory has in its possession:

(1) Most of the standard and subordinate appliances for the study of the psychology of the senses. (2) For time determinations a Hipp chronoscope, Marey drum, Ewald chronoscope connection with a standard clock, and the necessary supplementary apparatus, such as tuning-forks, Kronecker interrupter, Duprez signals, and the like. (3) Appliances, such as stethoscope, sphygmograph, phethysmograph, various forms of myograph for use upon animal or human muscles, together with tambours, recepteurs, and tambours à transmission, for recording results graphically. (4) A set of apparatus for anthropometrical tests. (5) A good outfit of tools for the construction of apparatus.

Besides the courses in logic, ethics, and history of philosophy given by the department of philosophy, a course of one term has been given in general elementary psychology and a course of one year in experimental psychology. Provision will be made for advanced undergraduate and graduate work.

Special attention has been given by the professor in charge to the literature of child study and to that of experimental psychology with reference to its possible application to the study of school children. Special courses will be opened for the benefit of teachers, and the research work of the department will, in the immediate future, turn largely in this direction.

UNIVERSITY OF IOWA.

At this university the following courses in psychology are offered: (1) Elementary psychology. Lectures on the nervous system, special senses, and localization of cerebral function, followed by a course in empirical psychology on the basis of James's "Principles of Psychology," one term of five hours a week for seniors. (2) Advanced psychology. Lectures on the time relations of mental phenomena, with experiments in time reactions with the Hipp chronoscope. Lectures on attention, habit, instinct, expression of the emotions. Lectures on abnormal psychology, including unconscious psychosis, dreams, hypnotism, human automatism, and multiple personality. One term, three hours a week, for seniors. (3) Memory class. Lectures on the history of memory theories, modern theories of retention, images, visualization, and amnesia. The second half of the term is given to lectures on memory training, and mnemonics, with exercises. One term, two hours a week.

The equipment of apparatus is as follows: A complete set of charts, illustrating the cerebro-spinal system, the special senses, cerebral localization, and illusions of perception; Auzoux's dissectible model of the brain (with hardened specimens of the human brain and apparatus for dissecting sheep's brains); Hipp chronoscope, with apparatus for measuring reaction and association, time, etc.; apparatus for testing psychophysical law in pressure sense, vision, and muscular sense; set of Berlin worsteds for testing color-blindness; also "pseudo-isochromatischen Tafeln" for the same purpose; rotating desks for mixing colors, wooden compasses for testing space-discriminative sensibility of the skin, apparatus for exhibiting contrast, after-images, and illusions.

There is as yet no separate room for experimental psychology, nor has any original research been attempted in this department—that is, in experimental psychology. The apparatus is only used for illustrative purposes.

LELAND STANFORD JUNIOR UNIVERSITY.

The abundant resources of this university have made it possible to found as good a laboratory in experimental psychology as money wisely expended can secure. While nothing can be given as yet in the way of detailed account of the facilities in experimental psychology at this institution, yet from the steps already taken it is easy to see that the laboratory now being equipped will be such as to entitle it to a place in the very front rank.

UNIVERSITY OF NEBRASKA.

All students in psychology are required to do laboratory work. The introductory course occupies three hours a week; one hour in laboratory during the first half year and two hours in laboratory during the second half year. After this year the laboratory requirements will be doubled. The class in the introductory course this year numbers seventy, about one-third of whom are free elective students (not required to take any other work in philosophy). Two-thirds have chosen the subject instead of logic or history of philosophy. One half year's work in one of these three subjects is required of certain students. At present there are only two students doing special work in psychology. Additional apparatus already ordered and the further assistance promised will doubtless add a number of others to the list of special students for next year. It may be interesting to know that ten of the seventy students are teachers in the city schools—three hours a week being so selected as to make it convenient for them to attend the class.

At present there is but one room devoted entirely to laboratory purposes. It is 30 by 40 feet, has good light, excellent floor, and three piers from the ground. The small lecture room assigned to the department is often used as a laboratory when two rooms are needed at the same time.

The department possesses more than \$1,000 worth of apparatus, including the better-known standard pieces and a number of useful home-made pieces. In another year there will be abundant facilities with which to perform Stanford's experiments or their equivalent. In this institution experimental psychology is not taught as a sequence to descriptive or nitrospective psychology, but as an introduction to any study of mind. Some little advanced work along one or two lines is offered, and facilities for such work will be increased after sufficient apparatus for the introductory course is provided.

For a new department the library facilities in psychology are good, including nearly all the recent works which have been contributed to the subject by those specially interested in the experimental aspect of the question. The departments of philosophy and pedagogy now receive twenty-eight periodicals. In other institutions of learning some of these would be charged to various departments of biology and medicine.

UNIVERSITY OF PENNSYLVANIA.

The laboratory at this institution was opened in 1883, and occupies three rooms in the biological building, of which two are in actual use. The third will be fitted up in the course of the current year and others will be added as needed. The rooms are well lighted and heated, fitted with electrical apparatus, and supplied with means of cutting off light and sound from experimenters. The laboratory is furnished with all the smaller pieces of apparatus used in the study of the simpler sensations, such as color wheels, spectroscope, stereoscope and slides, siren, Appium tone-measurer, a very complete series of tuning-forks and resonators, perimeter, chronographs, and chronoscopes. The apparatus for the study of simple and compound reactions was constructed and arranged with especial care by Dr. Cattell, so that the experimentee is within reach of the experimenter's voice, although cut off from the more distracting sense impressions.

The following instruments seem worthy of especial mention:

(1) A wheel 1 meter in diameter is so balanced on conical axles as to always be in a state of equilibrium. The periphery, 10 centimeters in breadth, revolves past an opening the size of which can be regulated. The rate of revolution can be determined by means of a chronoscope with which it is connected. This instrument can be used for mixing and contrasting colors, for determining the time required to read words and sentences, and in general for any experiments in which it is desired to expose a visual object for a short but determinate time. If used as a chronograph, it may be made to register accurately the one hundred thousandth part of a second.

(2) *For measuring accuracy of discrimination of time and extent of motions.*—A carriage to be moved by the hand upon a graduated brass scale is connected with the chronoscope. The actual time and extent of the carriage's motion can thus be compared with the judgment of the experimentee.

(3) *For measuring accuracy of discrimination of extent and force of motions.*—Resembles the preceding, but is not connected with the chronoscope, and has an attachment by which weights may be lifted as the carriage is moved.

(4) *For the measurement of sensitiveness to pressure.*—A piston with an area of 1 square cm. is connected with a spring in the handle of the instrument. An index upon the handle registers pressure up to 15 kilograms.

(5) *For the measurement of sensitiveness to slight changes in temperature.*—A metallic, water-tight chamber is inclosed in a black wooden case packed with asbestos. A point of the metal 1 mm. in diameter, and turned to the form of a hemisphere, protrudes through the wood at the tip of the cone. Ice or water can be introduced into the chamber.

(6) A dynamometer for registering force of pull up to 25 kilograms.

(7) *For measuring sensitiveness to the relative intensity of lights.*—A lamp, provided with a metal hood and sliding to and fro upon a graduated scale, throws a beam of light through a hole in a vertical plank upon a white background. A seconds pendulum, controlled by an electromagnet and bearing a blackened screen swings before the hole. By this means the duration and intensity of each illumination, the time interval between any two illuminations, as well as their relative intensity, are brought under the control of the experimenter. Detailed descriptions and cuts of Nos. 2, 3, 6, and 7 will be found in a monograph on the "Perception of Small Differences," recently published by the department.

(8) *For the study of the more simple æsthetic judgments.*—Designed by Drs. Münsterberg and Witmer. A uniform black surface one meter square is so supported upon an upright that it can be adjusted at any angle to the line of sight. In slots on its surface run metal carriers, bearing white points or strips of linen. These are connected with a graduated scale at the rear of the instrument, and are so controlled that the experimenter can present at will to the experimentee points at varying distances from each other, lines divided in varying ratios, and many simple plane figures. It may be used for the study of judgments as to relative size and position, as well as for the æsthetics of simple plane figures.

The department has also in course of construction a color mixer, on which the sectors can be changed while the apparatus is in motion, and a piece of apparatus of simple design, for controlling the chronoscope less expensive but as accurate as Wundt's control hammer, and giving a far wider range of standard times.

The library of the university is especially well supplied with the literature of experimental psychology, and may be regarded as fairly complete in this direction up to date. A sufficient fund is provided for the acquisition of new publications as they appear and the filling up of lacunæ. Books and pamphlets needed by a student for special lines of research are provided by the Department. The following periodicals are now taken and the list is being continually extended: *Zeitschrift für Völkerpsychologie u. vergleichende Sprachwissenschaft*, *Zeitschrift für Psychologie u. Physiologie der Sinnesorgane*, *Zeitschrift für wissenschaftliche Philosophie*, *Philosophische Monatshefte*, *Mind*, *American Journal of Psychology*, *Wundt's Philosophische Studien*, *Philosophical Review*, *Revue Philosophique*, *Revue Scientifique*, *Annales des Sciences Psychiques*, *Revue d'Hypnotisme*, *Pflueger's Archiv für Physiologie*, and many others dealing with philosophy, ethics, ethnology, neurology, psychiatry, and other subjects having a less direct bearing upon psychology proper. Complete sets are on hand of nearly all the above-mentioned magazines.

A course in experimental psychology is offered as an elective to undergraduates of the junior and senior classes and has been taken by 25 men this year. Ladd's smaller textbook is used in connection with lectures and laboratory work.

In the department of philosophy 13 graduates are taking courses in experimental psychology. Instruction is by lectures with collateral reading and experimental investigation of special problems. The following lines of work are being pursued by graduate students: (1) On reaction times as modified by age, education, and physical conditions; (2) Statistical inquiry into the æsthetics of visual form; (3) Certain phenomena of attention; (4) Mental and physiological rhythms.

After this year the courses in experimental psychology will be made elective for students of the fourth year of the course in medicine.

Students of experimental psychology also enjoy the exceptional facilities for the study of physiology, neurology, and psychiatry afforded by the department of medicine.

The results of the work carried on at the laboratory from 1888 to 1891 are embodied in the monograph recently issued by Profs. Fullerton and Cattell as No. 2 of the philosophical series of the University of Pennsylvania and entitled "On the Perception of Small Differences." Other numbers of the series will appear from time to time.

WELLESLEY COLLEGE.

The work in experimental psychology at Wellesley College was begun in the fall of 1891. It is, therefore, little more than a year old, and so far no special students have worked in the laboratory and the only original research undertaken is a statistical inquiry into cases of colored hearing and of forms for numbers, for months, and the like.

The work has, therefore, been of a general character, and its most important result, pedagogically, is the aid which it offers toward demonstrating the value of experimental methods in such a general course in psychology.

The laboratory consists of one large room rather unfavorably situated with reference to quiet and to temperature. There is one small room adjoining, of which use is sometimes made, and the dark room of the department of physics is also placed at disposal.

The apparatus includes a reaction-time instrument (with attachment for measuring reading time), a "joint-sensation" instrument, a copy of Hering's roof-glass instrument (made in the Wellesley carpenter-shop), for experiment in simultaneous contrast, a Wheatstone stereoscope, a Rothe color wheel, with disks (Maxwell, Talbot, and Fechner); apparatus for the Helmholtz and the Hering colored-shadow experiment, and for simple optical and entoptic experiments; a pressure balance, a graduated series of weights, a home-made "Galton's bar," a set of well-made metal statives with clamps and attachments (from Petzoldt, Leipzig), dissecting instruments, and various small pieces of apparatus.

The psychological laboratory is fortunate in being able to borrow from the biological and physical laboratories much of the necessary equipment such as models of brain, spinal cord, eye, and ear; monochords, tuning-forks, and electric batteries. It is happy, also, in the coöperation of carpenters and machinists, under skilled direction.

The library, to which all the students have access, is fairly good in the line of experimental psychology, and is constantly improving. It contains, among many other useful books, Wundt, James, Stumpf, Spencer, Bain, Sully, Ladd, the monographs of Ribot, Binet, Münsterberg, and Schneider; and among the periodical publications the American Journal of Psychology, the Philosophical Review, Mind, the Revue Philosophique, the Zeitschrift der Physiologie und Psychologie der Sinnesorganen, Wundt's Philosophische Studien, and the Proceedings of the Society for Psychical Research.

The following is a description of the method of the course in experimental psychology at Wellesley. This description refers explicitly to the work of the first year, but there has been no important modification of the course, whose aim throughout, is to supplement, and in no way to supersede introspection; to lead students to observe in detail, and to verify the facts of their ordinary experience; to familiarize them with the results of modern investigation, with the usual experimental methods, and to introduce them to the important works of psychological literature.

The first month is devoted to a study of cerebral physiology. The classwork includes recitations, informal lectures, and some written work on the part of the students. The study of the brain by textbooks, plates, and especially by models, precedes the dissection by each student of a sheep's brain. Even those students who most dreaded this dissecting are practically unanimous with regard to its value in clearing up the difficult points in cerebral anatomy. In the class-room during the week in which the dissection is carried on, the principal theories of cerebral localization are discussed.

The next six weeks are spent in the experimental study of sensation. About seventy experiments are performed by the students on sensations of contact, pressure, temperature, hearing, and sight. These experiments almost without exception are selected from those suggested by Dr. E. C. Sanford in his laboratory course in psychology, but re-arranged with reference to the plan of the lectures and the class discussion. Papyrograph descriptions of the experiments are distributed to the students and commented upon in class before the experiments are undertaken. The instructor keeps daily laboratory hours in order to answer questions and offer assistance. Each student is responsible for a record of her own experiments. In class reports are made on the results of experiments, and recitations are conducted on the psychology of the different senses. The bearing of the experiments upon the different theories of perception is discussed. Special efforts are made to free the word "sensation" from the vague, dualistic meaning, which it often carries with it. Then follows a six weeks' study of space perception with experiments. These experiments, of which there are more than thirty, illustrate the methods of gaining or at least developing, the space-consciousness. The theories of monocular vision are carefully studied and are illustrated by diagrams and by "cyclopean eye" experiments. The study of the perception of depth includes an adaptation from Hering's experiment, in which the subject, looking through a tube, finds that he can cor-

rectly distinguish within very small distances, whether a shot is dropped before or behind a black string stretched before a white background. The fact and the laws of convergence are studied with the aid of a Wheatstone stereoscope.

There follows a consideration of illusions of space; and of visual space, including the experiments suggested by Dr. James on so-called tympanum spatial sensations; and others with a telegraph snapper, on the location of sounds and the sense of direction. The study of the emotions and of the will is accompanied by no experimental work.

In place of a final examination, a psychological essay is required. The subjects assigned are very general, and are intended as subjects for study rather than as definite essay headings. The immediate topic of the paper is decided upon after the study and not before it. Such subjects as association, attention, memory, imagination, the psychology of language, the psychology of childhood, the psychology of blindness, aphasia, animal psychology, are chosen.

The study of the psychology of blindness is accompanied by visits to the Perkins Institute. Thus a student who writes on "The Imagination of the Blind," bases her conclusions upon a personal study of blind children. She questions the children, consults with their teachers and reads their compositions. Those who write on the psychology of childhood make personal observations on babies and little children. Hypnotism and dreams also receive a full share of attention.

In connection with the work of the course a collection of statistics concerning colored hearing was undertaken the past year with interesting results. No new explanations of the phenomena were offered or discussed.

UNIVERSITY OF WISCONSIN.

The chair of experimental and comparative psychology was created in June, 1888, to be occupied by Dr. Joseph Jastrow, and at the same time provision was made for the establishment of a laboratory.

COURSES OFFERED.

General psychology.—It is the object of this course to acquaint the student with the problems of mental life, especially such as have a living interest and are susceptible of every day illustration. Observation of the intellectual operations in the student's own mind is encouraged and an acquaintance with the best literature is furthered. Among the topics introduced are the relations of body and mind, the development of mind in animals; the senses as factors in mental life; the mind in disease, illustrated by the diseases of language, of memory, and of personality; the experimental methods applied to psychic acts; the time relations of mental phenomena; mind in savages; practical applications, especially in the field of education.

Experimental psychology.—Five hours a week during winter and spring terms. In this course is considered the relation problems of psychology to the methods of experiment and observations. Special attention is given to the study of the senses; of the time relations of mental phenomena; memory and association; mental statistics; the psychophysic law; mental tests and standards. In the laboratory course each student verifies for himself the main facts treated in the course, while the more difficult experiments are reserved for demonstrations. Sanford's Laboratory Course in Psychology is used.

Advanced experimental psychology (laboratory course).—Six hours a week throughout the year. In this course special problems are treated and topics in the literature assigned. Original research and verification of important points form the main work. Each student takes up a special problem and prepares an account of the results of his work. These, when of sufficient value, are published in the American Journal of Psychology. One hour of each week is devoted to a consideration of the literature bearing most closely upon the problems under investigation. Each student is also expected to act as subject in other researches than his own.

Comparative psychology (fall term).—The course of mental development along the animal scale forms the chief topic, and in this the works of Romanes are followed. Some form of animal life is selected for special study, and observation is encouraged. The development of mental faculty in the human infant is constantly brought in for comparison with the animal development.

Abnormal psychology (winter term).—The chief topics are, the criterion of the normal delusions and hallucinations, the chief forms of mental diseases; the diseases of language, of memory, of the will, of personality, dreams, hypnotism.

Anthropological psychology (spring term).—The development of the human mind in the race, as illustrated by the history of human arts, customs, and beliefs. Tyler's Anthropology is used as a reference book, and the topics there treated may be taken as a fair index of the nature of the course.

A philosophical club is formed, meeting fortnightly in the evening. Discussions occupy a greater part of the time. Reviews of current literature are also a prominent feature in the exercises of the club. The number of students in the general course averages about 90 and the number doing special work varies from 6 to 12, but will probably increase under the group system, just inaugurated. The psychological laboratory is a pleasant room, $26\frac{1}{2}$ by $25\frac{1}{2}$ feet, well lighted from the north and east. A smaller room adjoining is used when needed, and closed cases furnish room for a greater part of the apparatus, while large and small tables, with drawers, give the working space required.

Among the pieces of standard apparatus the following might be named as typical and most important: Timing—a Hipp chronoscope, and metronomes, recording tambours, rotating drum, and tuning-forks. Vision—Snellen's test type, Wheatstone and Brewster's stereoscope, Hering's apparatus for color mixture, book for exhibiting color contrast, Hering's apparatus for quantitative tests for color blindness, Joy Jeffrie's color chart, and Holmgren's colored worsteds.

Anthropological.—Férès dynamometer; apparatus for testing the sensitiveness to pain; scale for determining height, standing and sitting, and the span of the arms. Demonstration—apparatus illustrating the mechanism of the eye muscles; Hering's stands for demonstrating color contrast; electrical induction coils; batteries and motors.

Among special pieces of apparatus are the following: Apparatus for control of the Hipp chronoscope; electric key used with the foregoing; the automatograph, apparatus for experimenting upon time, and also apparatus for determining error in judgment of vertical, horizontal, and other positions of lines.

The laboratory of the university is used for three purposes—demonstrations, student work, and original research. As with other branches of science, students, when they care to do so, are started in research work very early in their course.

The following are the subtitles of the more important results, all of which have been published in the American Journal of Psychology: On the Psychophysics series: Visual Extension, Tactual Motor Extension, The Perception of Space by Disparate Senses, On the Pressure Sense, On Just Observable Differences (Vol. III, pp. 43-58); The Effect of Foreknowledge upon Repetition-tunes, A Novel Optical Illusion, Accessory Apparatus for Accurate Time Measurements, The Psychophysics Series and the Time Sense, The Psychophysics Series and the Motor Sense (Vol. IV, pp. 198-224); The Interference of Mental Processes; A Study of Zöllner's Figures and other Related Illusions, A Study of Involuntary Movements, Observations on the Absence of the Sense of Smell, Classification Time, Finding Time, Some Anthropometric Tests on Students (Vol. IV, pp. 381-429); On the Judgment of Angles and Positions of Lines, On the Perception of Simultaneous Sense, Impressions. The Psychophysics Series as Applied to Lifted Weights (Vol. V, pp. 191-204).

Besides a member of the standard works on psychology, the library of the university possesses files of several psychological journals and a number of smaller works on special topics. The growth of this portion of the library keeps pace with the growth of the library as a whole.

YALE UNIVERSITY.

The psychological laboratory occupies the second, third, and attic floors of a building with a front of 24 feet and a depth of 64 feet for the first floor and 40 feet for the other two. In floor space it is as large as Wundt's laboratory at Leipsic. It includes an office, a lecture room, a chronograph and galvanometer room, a finely equipped workshop with a screw-cutting lathe and tools of all kinds desired, a library and reading room, apparatus room, a seminary room, which is also used for research, one other research room, a battery room, chemical room, and a store room.

The work done at the Yale laboratory naturally falls into three divisions—research, lecture instruction, and practical training. The research work has been made the prime object in the equipment of the laboratory, both as to rooms and apparatus.

Six investigations are under way: (1) An extensive research upon attention and the influence and interference of various sensations and ideas upon one another. In preparing for the measurement of the reaction time which is involved in the investigation, a new method of recording has been invented, which combines great ease and economy of time and labor, and at the same time does away with the sources of error in reading the records. (2) An investigation of the rapidity of movements of the arm and hand carrying a pen in the various directions and under the various circumstances attending penmanship; a determination of the fatigue attendant on various methods of writing will follow. (3) The reaction time of tones as dependent upon pitch, intensity, and duration. (4) The time and fatigue of monocular accommodation; this also has important educational bearings upon the use of blackboards and notebooks. (5) Electrical stimulation and sensation. (6) A mathematical and experimental treatment of the method of observational errors. The last two will

probably extend over two years. Another investigation of the sensitiveness of school children to differences in pitch and of their range of voice at various ages is about to be begun. Possibly also a research upon the influence of unconscious elements upon the course of ideas will be undertaken. Instruction is given not only by lectures and seminars, but opportunities for careful training are provided in the laboratory. The seminars offer continual exercise in teaching various sections of psychology; while the workshop instruction, continual experimentation, and research provide the technical training.

The courses of instruction may be outlined as follows: (1) Experimental and physiological psychology; experiments and lectures for seniors and graduates. (2) Laboratory course in psychology. This includes discussions and lectures by the students (graduates only) upon the methods of experimental psychology, their mathematical formation and their application; methods and standards of measurement; the mathematical and graphical expression of results, statistics, etc.; a thorough training by repeated exercises in carrying out these methods, (3) practical instruction in the manufacture and care of apparatus, including the elements of mechanical drawing, use of tools, lathe work, etc. (4.) A few lectures on laboratory economy. The main object of the course is to fully prepare men to take charge of instruction in psychology.

The large attendance of graduate students and the number of investigators at work have rather taxed the facilities that could be provided. There are 16 men and 1 woman in the graduate laboratory course—an attendance exceeded in the graduate department only by that on the general philosophical courses.

All the principal psychological magazines and journals are found in the library.



PART III.

STATISTICAL TABLES.

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STATISTICS OF KINDERGARTENS.

TABLE 1.—Public kindergartens.

[NOTE.—With the exceptions mentioned in the footnotes, these are in connection with the public school systems of the several cities.]

| Location. | Date of establishment. | Number of kindergartens. | Number of teachers. | Number of pupils. | Location. | Date of establishment. | Number of kindergartens. | Number of teachers. | Number of pupils. |
|--------------------------------|------------------------|--------------------------|---------------------|-------------------|----------------------------|------------------------|--------------------------|---------------------|-------------------|
| ALABAMA. | | | | | IOWA. | | | | |
| Troy | 1891 | a1 | 3 | 20 | Des Moines (west side)... | 1884 | 7 | 25 | 565 |
| CALIFORNIA. | | | | | Des Moines (north side)... | ..... | 4 | b10 | b210 |
| Los Angeles | 1890 | 13 | 21 | 462 | Grinnell | 1890 | 1 | 3 | 70 |
| National City | 1890 | 1 | 3 | 74 | Jefferson ..... | ..... | 1 | 2 | 80 |
| Riverside | 1891 | 1 | 1 | 29 | Lyons | 1885 | 1 | 1 | 30 |
| San Diego | 1891 | 5 | 12 | 273 | Marshalltown ..... | ..... | 2 | 4 | 82 |
| San Jose | 1889 | 2 | 6 | 320 | Oskaloosa | 1890 | 2 | 4 | 64 |
| COLORADO. | | | | | Sibley | 1885 | 1 | 1 | 51 |
| Fort Collins | 1880 | 2 | 3 | 125 | Waverly | 1888 | 1 | 3 | 63 |
| Colorado Springs ..... | ..... | 2 | 7 | b140 | KANSAS. | | | | |
| Denver (District No. 2) ..... | ..... | 2 | 2 | 100 | Atchison | 1887 | f1 | 1 | 39 |
| Pueblo (District No. 20) ..... | ..... | 8 | 8 | 227 | Burlingame | 1889 | 1 | 1 | 30 |
| CONNECTICUT. | | | | | Emporia | 1883 | d1 | 1 | 50 |
| Bristol | 1890 | 3 | 7 | 142 | Eureka ..... | ..... | 3 | 3 | 95 |
| Greenwich | 1889 | 2 | 2 | 80 | KENTUCKY. | | | | |
| Hartford | 1885 | 3 | 15 | 565 | Frankford | 1891 | 1 | 2 | 102 |
| Manchester | 1891 | 1 | 6 | 153 | Lexington | 1891 | 2 | 2 | 237 |
| New Britain ..... | ..... | c3 | 11 | 308 | LOUISIANA. | | | | |
| New Haven | 1885 | 3 | 5 | 167 | New Orleans | 1891 | 4 | 10 | 265 |
| Rockville ..... | ..... | 1 | 1 | 20 | MAINE. | | | | |
| South Manchester | 1890 | d1 | 5 | 162 | Portland ..... | ..... | 1 | 1 | 25 |
| Willimantic | 1891 | c2 | 3 | 58 | MASSACHUSETTS. | | | | |
| GEORGIA. | | | | | Boston ..... | ..... | 31 | 56 | b2,000 |
| Athens ..... | ..... | 2 | 6 | 175 | Brookline | 1888 | 3 | 6 | 169 |
| Angusta ..... | ..... | 3 | 5 | 145 | Cambridge ..... | ..... | 6 | 11 | 393 |
| ILLINOIS. | | | | | Canton ..... | ..... | 1 | 1 | 20 |
| Buda | 1891 | 1 | 1 | 50 | North Easton | 1885 | 1 | 2 | 29 |
| Englewood | 1881 | e1 | 5 | 65 | Palmer ..... | ..... | 1 | 1 | 22 |
| Evansston | 1892 | 1 | 4 | 60 | Somerville ..... | ..... | 3 | 5 | 213 |
| Lincoln | 1888 | 2 | 2 | 60 | Watertown | 1886 | 9 | 9 | 327 |
| Morgan Park | 1891 | 1 | 3 | 35 | Westfield | 1891 | d1 | 2 | 25 |
| Riverside | 1890 | 1 | 2 | 40 | MICHIGAN. | | | | |
| Rockford ..... | ..... | 1 | 3 | 28 | Coldwater ..... | ..... | g1 | 2 | 35 |
| INDIANA. | | | | | Crystal Falls | 1891 | 1 | 2 | 60 |
| Attica | 1892 | 1 | 1 | 30 | Grand Rapids | 1888 | 2 | 4 | 128 |
| La Porte | 1887 | 3 | 3 | 69 | Ionia | 1880 | 3 | 3 | 30 |
| Peru | 1891 | 1 | 2 | 32 | Lansing ..... | ..... | 3 | 6 | 100 |
| Richmond ..... | ..... | 1 | 1 | 79 | Mount Clemens | 1891 | 3 | 3 | 75 |

a In the State Normal School.

b Estimated.

c One of these is connected with the State Normal School.

d Connected with the State Normal School.

e In the Cook County Normal School.

f In the Soldiers' Orphans' Home, an institution supported by the State.

g Supported by the State.

TABLE 1.—Public kindergartens—Continued.

| Location. | Date of establishment. | Number of kindergartens. | Number of teachers. | Number of pupils. | Location. | Date of establishment. | Number of kindergartens. | Number of teachers. | Number of pupils. |
|--------------------------|------------------------|--------------------------|---------------------|-------------------|---------------------|------------------------|--------------------------|---------------------|-------------------|
| MICHIGAN—continued. | | | | | NEW YORK—continued. | | | | |
| Muskegon..... | 1886 | 8 | 18 | 744 | Patchogue..... | 1887 | 1 | 1 | 78 |
| Saginaw (east side)..... | 1892 | 1 | 4 | 50 | Piermont..... | 1888 | 1 | 1 | 49 |
| Traverse City..... | 1891 | 3 | 3 | 150 | Port Chester..... | 1887 | 2 | 4 | 160 |
| Ypsilanti..... | 1889 | a1 | 1 | 40 | Rochester..... | 1887 | 5 | 21 | 495 |
| MINNESOTA. | | | | | Tonawanda..... | 1890 | 1 | 1 | 71 |
| Owatonna..... | 1889 | b1 | 2 | 40 | Utica..... | 1891 | 1 | 2 | 72 |
| Red Wing..... | 1891 | 4 | 8 | 400 | White Plains..... | 1888 | 1 | 1 | 40 |
| Rochester..... | 1891 | 1 | 4 | 75 | OHIO. | | | | |
| St. Cloud..... | 1891 | a1 | 1 | 20 | Alliance..... | 1887 | f1 | 1 | 32 |
| St. Paul..... | 1892 | 1 | 1 | 67 | Camden..... | 1881 | 1 | 1 | 30 |
| Winona..... | | 1 | 1 | 51 | Columbus..... | 1881 | g1 | 1 | 47 |
| MISSISSIPPI. | | | | | Navarre..... | 1880 | 1 | 1 | 70 |
| Greenville..... | 1891 | 1 | 1 | 60 | New Richmond..... | 1880 | 1 | 1 | 40 |
| Natchez..... | | 1 | 1 | 32 | Newark..... | | 1 | 2 | 24 |
| MISSOURI. | | | | | Riverside..... | 1885 | 1 | 2 | 70 |
| Kansas City..... | 1891 | 1 | 2 | 60 | PENNSYLVANIA. | | | | |
| St. Louis..... | | 82 | c259 | 6,830 | Bridensburg..... | 1890 | 1 | 2 | 100 |
| NEBRASKA. | | | | | Philadelphia..... | | 41 | 65 | 2,530 |
| Omaha..... | 1892 | 2 | 4 | 149 | Phoenixville..... | | 2 | 2 | 84 |
| Red Cloud..... | | 1 | d1 | d20 | Tyrene..... | 1888 | 1 | 2 | 85 |
| Sidney..... | 1890 | 1 | 1 | 55 | RHODE ISLAND. | | | | |
| NEW HAMPSHIRE. | | | | | Newport..... | 1882 | 2 | 4 | 176 |
| Concord..... | 1891 | 1 | 1 | 27 | Pawtucket..... | 1889 | 1 | 1 | 55 |
| Plymouth..... | 1888 | b1 | 1 | 28 | Providence..... | 1885 | 3 | 5 | 135 |
| NEW JERSEY. | | | | | SOUTH CAROLINA. | | | | |
| Carlstadt..... | | 1 | 1 | 60 | Charleston..... | | 1 | 7 | 412 |
| East Orange..... | 1886 | 4 | 4 | 150 | TEXAS. | | | | |
| Newark..... | 1890 | 1 | 1 | 32 | Austin..... | 1885 | h1 | 1 | 27 |
| Passaic..... | | 3 | 3 | 157 | Corsicana..... | 1891 | i1 | 1 | 40 |
| Paterson..... | | 7 | 7 | 420 | WISCONSIN. | | | | |
| Trenton..... | | 2 | 2 | 93 | Ashland..... | | 1 | 2 | 45 |
| NEW YORK. | | | | | Berlin..... | 1889 | 2 | 2 | 85 |
| Albany..... | | 17 | 17 | 724 | Burlington..... | 1888 | 1 | 2 | 34 |
| Buffalo..... | | 1 | 1 | 51 | Delavan..... | 1887 | 1 | 1 | 90 |
| Cohoes..... | | 1 | 1 | 26 | Elkhorn..... | 1891 | 1 | 1 | 54 |
| Gloversville..... | | 3 | 3 | 369 | Hayward..... | 1889 | 1 | 2 | 40 |
| Lansingburg..... | 1889 | 2 | 4 | 127 | Janesville..... | 1884 | j1 | 1 | 16 |
| Mount Vernon..... | | 2 | 4 | 70 | Manitowoc..... | 1874 | 2 | 2 | 100 |
| New Rochelle..... | 1885 | 1 | 1 | 36 | Milwaukee..... | 1886 | k1 | 2 | 35 |
| New York..... | 1886 | e2 | 7 | 105 | Oshkosh..... | 1881 | 25 | 49 | 3,834 |
| Niagara Falls..... | 1890 | 1 | 1 | 30 | Sheboygan..... | | k1 | 2 | 28 |
| North Tonawanda..... | | 2 | 2 | 80 | Superior..... | 1890 | 4 | 12 | 652 |
| Nyack..... | 1891 | 1 | 3 | 139 | Tomahawk..... | 1891 | 1 | 2 | 50 |

a In the State Normal School.

b Supported by the State.

c Thirty-four "voluntary teachers" are without salaries.

d Estimated.

e One of these kindergartens is in the Institution for the Improved Instruction of Deaf Mutes and the other is in the Normal School for Girls.

Both of those institutions are supported by public funds.

f In the Fairmount Children's Home.

g In the Franklin County Children's Home.

h In the Texas Institute for the Blind.

i In the State Orphans' Home.

j In the Wisconsin School for the Blind.

k In the Wisconsin Industrial School.

List of cities which were unofficially said to maintain public kindergartens, but from which no returns were received.

| | | |
|--------------------|----------------------|--------------------|
| <i>California.</i> | <i>New Jersey.</i> | <i>Washington.</i> |
| Banning. | Woodbury. | Fairhaven. |
| <i>Illinois.</i> | <i>New York.</i> | Olympia. |
| Forestville. | Central Square. | <i>Wisconsin.</i> |
| Vienna. | Cleveland. | Baraboo. |
| <i>Michigan.</i> | Parish. | Columbus. |
| Holland. | Phoenix. | Kewaunee. |
| <i>Minnesota.</i> | <i>Pennsylvania.</i> | Lake Geneva. |
| Owatonna. | Russell. | Monroe. |
| | Warren. | Richland Center. |
| <i>Nebraska.</i> | <i>Rhode Island.</i> | Watertown. |
| Crete. | Cranston. | |

TABLE 2.—*Kindergarten associations.*

| Location. | Name of association. | Date of organization. | Number of kindergartens maintained. | Number of instructors. | Number of pupils. |
|-----------------------|---|-----------------------|-------------------------------------|------------------------|-------------------|
| CALIFORNIA. | | | | | |
| Oakland | Goodwill Kindergarten Association ..... | ..... | ..... | ..... | ..... |
| Do. | Oakland Free Kindergarten Association ..... | ..... | ..... | ..... | ..... |
| Do. | M. E. Church Association ..... | ..... | ..... | ..... | ..... |
| San Francisco | Pioneer Kindergarten Association | 1878 | 4 | 9 | 293 |
| Sacramento | Sacramento Free Kindergarten Association | 1889 | 3 | 6 | 150 |
| Do. | Froebel Kindergarten Association ..... | ..... | ..... | ..... | ..... |
| Do. | Marguerita Kindergarten Association | 1886 | 1 | 2 | 54 |
| San Francisco | Christian Science Home Association | 1890 | 1 | 2 | 40 |
| Do. | Silver Street Kindergarten Association | 1882 | 3 | 11 | 225 |
| Do. | Golden Gate Kindergarten Association | 1879 | 32 | 58 | 2,637 |
| Do. | The Occidental Kindergarten Association | 1879 | 1 | 3 | 90 |
| Do. | Buford Free Kindergarten Association ..... | ..... | 1 | 2 | 75 |
| Santa Barbara | Santa Barbara Kindergarten Association | 1888 | 1 | 2 | 60 |
| COLORADO. | | | | | |
| Colorado Springs | Colorado Springs Kindergarten Association | 1890 | 3 | 6 | 290 |
| Denver | Denver Free Kindergarten Association | 1889 | 7 | 7 | 450 |
| CONNECTICUT. | | | | | |
| New Haven | New Haven Association for Kindergartners ..... | ..... | 0 | ..... | ..... |
| DELAWARE. | | | | | |
| Wilmington | Kindergarten Association of Friends | 1890 | 1 | 2 | 12 |
| ILLINOIS. | | | | | |
| Belleville | Belleville Kindergarten Association | 1870 | 1 | 2 | 54 |
| Chicago | Chicago Kindergarten College | 1876 | 18 | 48 | 602 |
| Do. | Chicago Free Kindergarten Association | 1881 | 19 | 110 | 1,877 |
| Do. | Chicago Froebel Association | 1879 | 14 | 60 | 900 |
| Do. | German Froebel Kindergarten Association | 1891 | 1 | 2 | 30 |
| Do. | Drexel Kindergarten Association ..... | ..... | 1 | 5 | 45 |
| Do. | Jewish Training School Association ..... | ..... | ..... | ..... | ..... |
| Elgin | Elgin Free Kindergarten Association ..... | ..... | ..... | ..... | ..... |
| Evanston | Free Kindergarten Association ..... | ..... | ..... | ..... | ..... |
| Freeport | Marie Louise Institute Association | 1890 | 1 | 1 | 10 |
| Galesburg | Galesburg Free Kindergarten Association | 1891 | 1 | 2 | 115 |
| Oak Park | Oak Park Free Kindergarten Association | 1890 | 1 | 2 | 30 |
| Ottawa | Ottawa Kindergarten Association | 1891 | 1 | 1 | 20 |
| Peoria | King's Daughters Kindergarten Association | 1892 | 1 | 3 | 41 |
| Pontiac | Pontiac Free Kindergarten Association | 1889 | 1 | 2 | 30 |

TABLE 2.—*Kindergarten associations*—Continued.

| Location. | Name of association. | Date of organization. | Number of kindergartens maintained. | Number of instructors. | Number of pupils. |
|----------------------|---|-----------------------|-------------------------------------|------------------------|-------------------|
| ILLINOIS—continued. | | | | | |
| Princeton..... | Princeton Kindergarten Association..... | 1890 | 1 | 2 | 31 |
| Quincy..... | First Congregational Church Kindergarten Association..... | 1877 | 2 | 6 | 80 |
| Rockford..... | Rockford Public Kindergarten Association..... | | | | |
| Streator..... | Kindergarten Association..... | | | | |
| INDIANA. | | | | | |
| Indianapolis..... | Indianapolis Free Kindergarten Association..... | 1884 | 8 | 83 | 2,161 |
| New Albany..... | New Albany Free Kindergarten Association..... | 1889 | 1 | 3 | 45 |
| Rome City..... | Island Park Assembly Association..... | 1880 | 1 | 2 | 40 |
| West Indianapolis... | West Indianapolis Kindergarten Association..... | 1891 | 3 | 6 | 140 |
| IOWA. | | | | | |
| Humboldt..... | Humboldt Kindergarten Association..... | | 1 | 3 | 20 |
| KENTUCKY. | | | | | |
| Anchorage..... | Anchorage Kindergarten Association..... | 1891 | 1 | 1 | 13 |
| Louisville..... | Louisville Free Kindergarten Association..... | 1887 | 8 | 43 | 600 |
| Versailles..... | Versailles Kindergarten Association..... | 1892 | 1 | 2 | 50 |
| LOUISIANA. | | | | | |
| New Orleans..... | Jewish Orphan's Home, Kindergarten Association..... | 1883 | 1 | 2 | 30 |
| MAINE. | | | | | |
| Bangor..... | Bangor Free Kindergarten Association..... | 1891 | 1 | a1 | 33 |
| Portland..... | Woman's C. T. U. Kindergarten Association..... | 1891 | 1 | 1 | 20 |
| MARYLAND. | | | | | |
| Baltimore..... | Baltimore Kindergarten Association..... | b1888 | 0 | 0 | 0 |
| MASSACHUSETTS. | | | | | |
| Boston..... | Eastern Kindergarten Association..... | b1889 | 0 | 0 | 0 |
| Danvers..... | Woman's Friend Kindergarten Association..... | | | | |
| Fall River..... | Fall River Free Kindergarten Association..... | 1891 | 1 | 2 | 50 |
| Florence..... | Florence Kindergarten Association..... | 1876 | 1 | 8 | 106 |
| Gardner..... | Gardner Kindergarten Association..... | 1891 | 1 | 1 | 16 |
| Roxbury..... | Elm Hill Association..... | 1887 | 1 | 1 | 6 |
| MICHIGAN. | | | | | |
| Detroit..... | Detroit Industrial School Association..... | 1861 | 2 | 11 | 110 |
| Grand Rapids..... | Grand Rapids Kindergarten Association..... | 1891 | 3 | 3 | 65 |
| Lansing..... | Young Woman's Christian Association..... | 1888 | 1 | | 150 |
| Manistee..... | Manistee Kindergarten Association..... | | | | |
| Saginaw..... | Saginaw Kindergarten Association..... | | | | |
| MINNESOTA. | | | | | |
| Minneapolis..... | Free Kindergarten Association..... | | | | |
| St. Paul..... | Free Kindergarten Association..... | 1888 | 4 | 4 | 200 |
| MISSOURI. | | | | | |
| St. Louis..... | Froebel Association..... | | | | |
| MONTANA. | | | | | |
| Philipsburg..... | Philipsburg Kindergarten Society..... | | | | |
| NEBRASKA. | | | | | |
| Neligh..... | Neligh Kindergarten Association..... | | | | |
| Omaha..... | Omaha Free Kindergarten Association..... | 1891 | 1 | 4 | 84 |

a With assistants from normal class.

bFor mutual support and study.

TABLE 2.—*Kindergarten associations*—Continued.

| Location. | Name of association. | Date of organization. | Number of kindergartens maintained. | Number of instructors. | Number of pupils. |
|------------------------|---|-----------------------|-------------------------------------|------------------------|-------------------|
| NEW JERSEY. | | | | | |
| Moorestown | Society of Friends Kindergarten Association | | | | |
| Newark | Newark Street German-English School Association | | | | |
| NEW YORK. | | | | | |
| Albany | Albany Kindergarten Teachers' Association | 1891 | 0 | 0 | 0 |
| Do | Albany Woman's Christian Temperance Union Association | 1889 | 1 | 2 | 87 |
| Brooklyn | Brooklyn Kindergarten Association | | | | |
| Do | Brooklyn Guild Kindergarten Association | | | | |
| Buffalo | Buffalo Free Kindergarten Association | 1891 | 4 | 34 | 190 |
| College Point | The Conrad Poppenhusen Association | | | | |
| Dunkirk | Educational department, Woman's Educational and Industrial Union | 1891 | 1 | 2 | 55 |
| Geneseo | Geneseo Free Kindergarten Association | 1891 | 1 | 2 | 30 |
| Ithaca | Ithaca Kindergarten Association | | | | |
| Jamestown | Jamestown Free Kindergarten, Dept. Y W. C. A. | 1891 | 1 | 2 | 23 |
| Mamaroneck | Mamaroneck Free Kindergarten Association | 1891 | 1 | 2 | 40 |
| New York | Children's Aid Society | 1885 | 2 | 5 | 259 |
| Do | Children's Charitable Union Kindergarten Association | 1877 | 1 | 2 | 85 |
| Do | German-American School Association of the Nineteenth ward | | | | |
| Do | Hebrew Free School Association | 1883 | | 4 | 90 |
| Do | New York Kindergarten Association | 1889 | 6 | 12 | 300 |
| Do | Trinity Church Kindergarten Association | | | | |
| Do | Union Relief Works Society of Ethical Culture | 1876 | 1 | 2 | 100 |
| NORTH CAROLINA. | | | | | |
| Asheville | Asheville Free Kindergarten Association | 1889 | 4 | 9 | 135 |
| OHIO. | | | | | |
| Cincinnati | Cincinnati Kindergarten Association | 1879 | 6 | a30 | 673 |
| Cleveland | Day Nursery and Kindergarten Association | 1882 | 5 | 5 | 335 |
| Do | Jewish Orphan Asylum Association | | | | |
| Columbus | Columbus Kindergarten Association of Woman's Educational and Industrial Union | 1887 | 7 | 17 | 200 |
| Elyria | Elyria Kindergarten Association | | | | |
| Republic | Republic Kindergarten Association | | | | |
| Salem | Salem Kindergarten Association | 1891 | 1 | 6 | 85 |
| Youngstown | Youngstown Free Kindergarten Association | | | | |
| OREGON. | | | | | |
| Portland | Portland Free Kindergarten Association | 1884 | 4 | 10 | 210 |
| Salem | Salem Kindergarten Association | | | | |
| PENNSYLVANIA. | | | | | |
| Altoona | Altoona Free Kindergarten Association | | | | |
| Oil City | Oil City Kindergarten Association (and Training School) | | | | |
| Philadelphia | Bedford Street Mission Kindergarten | | | | |
| Do | Baptist Orphanage Kindergarten Association | | | | |
| Do | Jewish Foster Home and Orphan Asylum | | | | |
| Do | Northern Day Nursery Kindergarten Association | | | | |
| RHODE ISLAND. | | | | | |
| Providence | Free Kindergarten Association | | | | |
| Do | St. John's Guild Kindergarten Association | | | | |
| TENNESSEE. | | | | | |
| Chattanooga | Chattanooga Free Kindergarten Association | 1890 | 3 | 6 | 200 |
| Knoxville | Knoxville King's Daughters Association | | | | |
| Memphis | Free Kindergarten Association | | | | |
| Nashville | Nashville Free Kindergarten Association | 1890 | 3 | 12 | 115 |

a Estimated.

TABLE 2.—*Kindergarten associations*—Continued.

| Location. | Name of association. | Date of organization. | Number of kindergartens maintained. | Number of instructors. | Number of pupils. |
|------------------|---|-----------------------|-------------------------------------|------------------------|-------------------|
| TEXAS. | | | | | |
| El Paso..... | El Paso Kindergarten Association | | | | |
| VIRGINIA. | | | | | |
| Richmond | Woman's Christian Association..... | | | | |
| WASHINGTON. | | | | | |
| Walla Walla..... | Walla Walla Kindergarten Association..... | 1891 | 1 | 2 | 28 |
| WISCONSIN. | | | | | |
| La Crosse..... | German Kindergarten Association..... | 1879 | 1 | 1 | 27 |
| Milwaukee | Milwaukee Mission Kindergarten Association..... | 1884 | 5 | 6 | ... |
| Do..... | Southside Kindergarten Association..... | 1864 | 1 | 3 | 53 |
| Racine..... | Racine Kindergarten Association | | | | |

TABLE 3.—*Training schools and classes for kindergartners.*

| Location. | Name of school or class. | Date of establishment. | Number of instructors. | Number of students (pupil teachers). | Means of support. |
|-----------------------|---|------------------------|------------------------|--------------------------------------|---------------------------------------|
| CALIFORNIA. | | | | | |
| Los Angeles..... | Los Angeles Training School for Kindergartners | 1890 | 2 | 20 | Tuition fees. |
| Oakland | Oakland Kindergarten Training Class | 1892 | 1 | 6 | Do. |
| San Diego | San Diego Kindergarten Training School | 1888 | 2 | 10 | Do. |
| San Francisco | California Kindergarten Training School..... | 1880 | 4 | 40 | Do. |
| Do..... | Golden Gate Kindergarten Training Class | 1891 | 1 | 34 | Golden Gate Kindergarten Association. |
| San Jose..... | San Jose Kindergarten Training School | | | | |
| Do..... | California School of Methods for Teachers and Kindergartners. | 1891 | 3 | 15 | Public funds. |
| COLORADO. | | | | | |
| Denver | Colorado Kindergarten Normal School | 1890 | 6 | ... | Tuition fees. |
| Do..... | Kindergarten Normal School of Colorado | 1890 | 3 | 32 | Denver Kindergarten Association. |
| Greeley | Kindergarten Department of the State Normal School. | | | | |
| CONNECTICUT. | | | | | |
| New Britain..... | Kindergarten Training Class of Connecticut State Normal School. | 1884 | 5 | ... | Public funds. |
| New Haven | Kindergarten of the Welsh Training School ... | 1885 | 5 | 6 | Do. |
| DISTRICT OF COLUMBIA. | | | | | |
| Washington..... | Elizabeth Peabody Normal Training School for Kindergartners. | | | | |
| Do..... | National Kindergarten Normal Institute..... | | | | |
| Do..... | Froebel Normal Institute, graded school and kindergarten. | 1875 | 5 | 15 | Tuition fees. |
| ILLINOIS. | | | | | |
| Chicago | Chicago Kindergarten College Training Class | | | | |

TABLE 3.—*Training schools and classes for kindergartners—Continued.*

| Location. | Name of school or class. | Date of establishment. | Number of instructors. | Number of students (pupil teachers). | Means of support. |
|--------------------|--|------------------------|------------------------|--------------------------------------|--|
| ILLINOIS—cont'd. | | | | | |
| Chicago | Chicago Free Kindergarten Normal Training Class. | 1881 | 6 | 62 | Chicago Free Kindergarten Association. |
| Do..... | Froebel Association Training School | 1881 | 8 | 30 | Froebel Association. |
| Galesburg | Galesburg Kindergarten Normal..... | 1879 | 3 | 20 | Tuition fees. |
| INDIANA. | | | | | |
| Indianapolis..... | Indiana Kindergarten and Primary Normal Training School. | 1882 | 31 | 123 | Free Kindergarten Association. |
| La Porte..... | Mrs. Hailmann's Training School for Kindergartners. | 1876 | 4 | 25 | Tuition fees. |
| IOWA. | | | | | |
| Des Moines..... | Kindergarten Special Training Department, Highland Park College. | 1890 | 5 | 20 | Contributions. |
| KANSAS. | | | | | |
| Emporia..... | Kindergarten State Normal School..... | 1882 | 1 | 6-30 | Public funds. |
| Topeka..... | Topeka Training School for Kindergartners..... | | | | |
| KENTUCKY. | | | | | |
| Lexington | Lexington Kindergarten Training Class..... | 1891 | 1 | 15 | Public funds. |
| Louisville | Louisville Free Kindergarten Training Class..... | | | | |
| Madisonville | Hopkins College and Training School..... | 1891 | 2 | 6 | Tuition fees. |
| Versailles | Versailles Free Kindergarten Training School. | 1891 | 2 | | Contributions. |
| MARYLAND. | | | | | |
| Baltimore..... | Froebel Normal Training Class | 1889 | 1 | 11 | Tuition fees. |
| MASSACHUSETTS. | | | | | |
| Boston..... | Mrs. Brown's Kindergarten Normal Class | 1884 | 1 | 6 | Tuition fees. |
| Do..... | Chauncy Hall Training Class | | | | |
| Do..... | Cushman Training School..... | 1884 | 1 | 16 | Do. |
| Springfield | Springfield Normal Kindergarten..... | | | | |
| MICHIGAN. | | | | | |
| Alma..... | Alma College Kindergarten Training Department. | 1888 | 2 | | Alma College. |
| Detroit | Normal Training School of the Industrial School Association. | 1892 | 1 | 9 | Industrial School Association. |
| Grand Rapids | Kindergarten Training School | 1891 | 2 | 27 | Grand Rapids Kindergarten Association. |
| Do..... | Normal Training Class of Western Michigan College. | | | | |
| Lansing..... | Normal Kindergarten Training School (Y. W. C. A.) | 1888 | 1 | 10 | Y. W. C. Association. |
| Muskegon..... | City Training School | | | | |
| MINNESOTA. | | | | | |
| Minneapolis | Froebel Institute..... | | | | |
| St. Paul..... | St. Paul Training School for Kindergartners | 1890 | 2 | 10 | Tuition fees. |
| Winona..... | Kindergarten Department, State Normal School | 1880 | 1 | | Do. |
| NEBRASKA. | | | | | |
| Lincoln..... | Kindergarten Department of Western Normal College. | | | | |

TABLE 3.—*Training schools and classes for kindergartners*—Continued.

| Location. | Name of school or class. | Date of establishment. | Number of instructors. | Number of students (pupil teachers). | Means of support. |
|------------------------|--|------------------------|------------------------|--------------------------------------|--|
| NEW YORK. | | | | | |
| Albany..... | Albany Kindergarten Training Class | 1890 | 3 | 12 | Albany W. C. T. U. |
| Do..... | Kindergarten Training Class of the State Normal College. | ..... | ..... | ..... | ..... |
| Brooklyn..... | Mrs. George E. Orton's Kindergarten and Training Class. | 1881 | 1 | 9 | Tuition fees. |
| Do..... | Kindergarten Training Department of Pratt Institute. | ..... | ..... | ..... | ..... |
| Buffalo..... | Buffalo Free Kindergarten Training School.... | 1891 | 6 | 34 | Free Kindergarten Association. |
| Chautauqua..... | Chautauqua Kindergarten Training School.... | 1832 | 2 | 15 | Tuition fees. |
| New York..... | Normal Class of the Free Kindergarten of All Souls' Church. | 1878 | 3 | 30 | All Souls' Church. |
| Do..... | Children's Charitable Union Training School .. | 1877 | 1 | 6 | Contributions. |
| Do..... | New York College for the Training of Teachers | 1887 | 3 | ..... | Tuition fees. |
| Do..... | Miss Jenny Hunter's Training Class | 1882 | 2 | 12 | Do. |
| Do..... | Kindergarten of the Training Department of the Normal College. | 1887 | 1 | 6 | Public funds. |
| Do..... | Workingman's School, Department of Kindergarten. | 1876 | 2 | 18 | Union Relief Works Society of Ethical Culture. |
| Oswego..... | Oswego State Normal and Training School | 1882 | 2 | 13 | State Normal and Training School. |
| Rochester..... | St. Andrew's Kindergarten and Training School | 1890 | 6 | 4 | St. Andrew's Parish. |
| NORTH CAROLINA. | | | | | |
| Asheville..... | Asheville Kindergarten Training Class..... | 1890 | 2 | 1 | Contributions. |
| OHIO. | | | | | |
| Cincinnati..... | Free Training Class for Kindergartners | 1879 | 8 | 16 | Contributions. |
| Cleveland..... | Cleveland Training School for Kindergartners. | 1889 | 1 | 20 | Tuition fees. |
| Columbus..... | Columbus Kindergarten Training Class | 1888 | 6 | 18 | Contributions. |
| Toledo..... | The Misses Law Froebel Training School..... | 1883 | 3 | 5 | Tuition fees. |
| OREGON. | | | | | |
| Portland..... | Oregon Kindergarten Training School ..... | ..... | ..... | ..... | ..... |
| PENNSYLVANIA. | | | | | |
| Altoona..... | Private Kindergarten and Training Class..... | 1891 | 2 | 3 | Tuition fees. |
| Philadelphia..... | Mrs. Gourlay's Kindergarten Training Class .. | 1880 | 4 | 15 | Do. |
| Do..... | Miss Stewart's School for Kindergartners and Teachers. | 1890 | 3 | 24 | Do. |
| Do..... | Philadelphia Training School for Kindergartners. | ..... | ..... | ..... | ..... |
| Do..... | Normal School, Kindergarten Department..... | ..... | ..... | ..... | ..... |
| RHODE ISLAND. | | | | | |
| Providence..... | Rhode Island Normal Training School..... | 1876 | 9 | 18 | Tuition fees. |
| TENNESSEE. | | | | | |
| Chattanooga..... | Chattanooga Training School for Kindergartners. | 1890 | 6 | ..... | Subscription. |
| Memphis..... | Miss Wheatley's Normal Training School for Kindergartners. | ..... | ..... | ..... | ..... |
| Nashville..... | Normal Training Class | 1890 | 3 | ..... | ..... |
| VERMONT. | | | | | |
| Montpelier..... | The Montpelier Kindergarten and Training School. | 1884 | 2 | ..... | Tuition fees. |

TABLE 3.—*Training schools and classes for kindergartners*—Continued.

| Location. | Name of school or class. | Date of establishment. | Number of instructors. | Number of students (pupil teachers). | Means of support. |
|-----------------|---|------------------------|------------------------|--------------------------------------|-------------------|
| WISCONSIN. | | | | | |
| Hillside | Hillside Home School and Training Department. | 1883 | 3 | 4 | Tuition fees. |
| Milwaukee | Milwaukee Public Kindergarten Training Department. | 1883 | 1 | 20 | Public funds. |
| Do..... | Milwaukee Mission Kindergarten Normal Training Class. | 1884 | 1 | 4 | Tuition fees. |

STATISTICS OF CITY

TABLE 4.—Population, private schools, and public school enrollment, attendance,

| | City. | Total population (census of 1890). | School-census age. | Number of children of school-census age. | | | Estimated number of pupils in private and parochial schools. | Number of different pupils enrolled in public day schools. | | |
|-----------------------|-------------------------------|------------------------------------|--------------------|--|---------|---------|--|--|---------|----------|
| | | | | Male. | Female. | Total. | | Male. | Female. | Total. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| ALABAMA. | | | | | | | | | | |
| 1 | Birmingham | 26, 178 | 7-21 | ----- | ----- | ----- | ----- | 1, 671 | 2, 035 | 3, 706 |
| 2 | Mobile* | 31, 076 | | ----- | ----- | ----- | ----- | 1, 211 | 1, 348 | 2, 559 |
| 3 | Montgomery | 21, 883 | 7-21 | ----- | ----- | 4, 512 | 500 | (1, 911) | | 1, 911 |
| ARKANSAS. | | | | | | | | | | |
| 4 | Fort Smith..... | 11, 311 | 6-21 | 1, 873 | 2, 083 | 3, 956 | 600 | 982 | 1, 120 | 2, 102 |
| 5 | Hot Springs..... | 8, 086 | 6-21 | 1, 183 | 1, 238 | 2, 421 | 600 | 894 | 901 | 1, 795 |
| 6 | Little Rock | 25, 874 | 6-21 | 4, 181 | 4, 394 | 8, 575 | 850 | 1, 935 | 2, 320 | 4, 255 |
| CALIFORNIA. | | | | | | | | | | |
| 7 | Los Angeles | 50, 395 | 5-17 | 5, 390 | 5, 694 | 11, 084 | 1, 772 | 4, 254 | 4, 387 | 8, 641 |
| 8 | Oakland | 48, 682 | 5-17 | 6, 167 | 6, 027 | 12, 194 | 2, 132 | 5, 398 | 4, 785 | 10, 183 |
| 9 | Sacramento | 26, 386 | 5-17 | 2, 691 | 2, 664 | 5, 355 | 605 | 2, 059 | 2, 227 | 4, 286 |
| 10 | San Diego | 16, 159 | 5-17 | 1, 631 | 1, 730 | 3, 361 | 350 | 1, 291 | 1, 321 | 2, 612 |
| 11 | San Francisco..... | 298, 997 | 5-17 | 31, 160 | 31, 296 | 62, 456 | 9, 883 | 19, 828 | 20, 189 | 40, 017 |
| 12 | San Jose | 18, 060 | 5-17 | 2, 499 | 2, 577 | 5, 076 | 659 | 1, 877 | 1, 799 | 3, 676 |
| 13 | Stockton | 14, 424 | 5-17 | 1, 358 | 1, 533 | 2, 891 | 464 | 1, 196 | 1, 356 | a 2, 552 |
| COLORADO. | | | | | | | | | | |
| 14 | Colorado Springs.... | 11, 140 | 6-21 | 1, 124 | 1, 150 | 2, 274 | 200 | 1, 022 | 999 | 2, 021 |
| Denver: | | | | | | | | | | |
| 15 | District No. 1. } | 106, 713 | 6-21 | 6, 500 | 6, 500 | 13, 000 | ----- | 4, 686 | 4, 927 | 9, 613 |
| 16 | District No. 2. } | | 6-21 | 3, 464 | 3, 799 | 7, 263 | 300 | 2, 267 | 2, 497 | 4, 764 |
| 17 | District No. 17* } | | 6-21 | ----- | ----- | ----- | 350 | 761 | 771 | 1, 532 |
| Pueblo: | | | | | | | | | | |
| 18 | District No. 1. } | 24, 558 | 6-21 | 1, 796 | 1, 761 | 3, 557 | ----- | 1, 047 | 1, 054 | 2, 101 |
| 19 | District No. 20. } | | 6-21 | 1, 590 | 1, 097 | 2, 687 | 200 | 916 | 799 | 1, 715 |
| CONNECTICUT. | | | | | | | | | | |
| 20 | Bridgeport | 48, 886 | 4-16 | (12, 203) | | 12, 203 | 1, 000 | 4, 167 | 4, 093 | 8, 260 |
| 21 | Danbury | 16, 552 | 4-16 | (3, 500) | | 3, 500 | 500 | (3, 000) | | 3, 000 |
| 22 | Hartford | 53, 230 | 4-16 | (10, 407) | | 10, 407 | ----- | (7, 944) | | 7, 944 |
| 23 | Meriden | 21, 652 | 4-16 | 3, 128 | 3, 040 | 6, 168 | 1, 200 | 2, 247 | 2, 240 | 4, 487 |
| 24 | Middletown | 9, 013 | 4-16 | (1, 719) | | 1, 719 | 600 | | | 1, 208 |
| 25 | New Britain | 19, 007 | 4-16 | (4, 088) | | 4, 088 | 1, 575 | (2, 387) | | 2, 387 |
| 26 | New Haven | 81, 298 | 4-16 | (18, 521) | | 18, 521 | 1, 899 | (15, 103) | | 15, 103 |
| 27 | New London | 13, 757 | 4-16 | 1, 360 | 1, 309 | 2, 669 | 180 | 1, 401 | 1, 375 | 2, 776 |
| 28 | Norwalk | 17, 747 | 4-16 | 1, 773 | 1, 715 | 3, 488 | 558 | 1, 221 | 1, 169 | 2, 390 |
| 29 | Norwich | 16, 156 | 4-16 | (1, 520) | | 1, 520 | 400 | (1, 097) | | 1, 097 |
| 30 | Stamford* | 15, 700 | 4-16 | 1, 667 | 1, 606 | 3, 273 | 549 | (2, 321) | | 2, 321 |
| 31 | Waterbury | 28, 646 | 4-16 | (8, 221) | | 8, 221 | 1, 123 | 2, 502 | 2, 196 | 4, 698 |
| 32 | Willimantic* | 8, 648 | 4-16 | (2, 065) | | 2, 065 | 778 | (1, 198) | | 1, 198 |
| DELAWARE. | | | | | | | | | | |
| 33 | Wilmington..... | 61, 431 | 6-21 | ----- | ----- | ----- | ----- | (9, 568) | | 9, 568 |
| DISTRICT OF COLUMBIA. | | | | | | | | | | |
| Washington: | | | | | | | | | | |
| 34 | First six divisions. | 230, 392 | | ----- | ----- | ----- | 8, 000 | 12, 636 | 13, 618 | 26, 254 |
| 35 | Seventh and eighth divisions. | | 6-17 | 7, 214 | 8, 269 | 15, 483 | 500 | 5, 109 | 7, 023 | 12, 132 |
| FLORIDA. | | | | | | | | | | |
| 36 | Key West..... | 18, 080 | | ----- | ----- | ----- | ----- | 676 | 780 | 1, 456 |
| 37 | Pensacola | 11, 750 | 6-21 | 1, 428 | 1, 411 | 2, 839 | 350 | 754 | 768 | 1, 522 |

* Statistics of 1889-90.

a Over 400 children from outside the city limits are enrolled.

SCHOOL SYSTEMS.

supervising officers, teachers, and accommodations in cities of over 8,000 inhabitants.

| Number of days the public schools were actually in session. | Aggregate number of days' attendance in all public day schools. | Average daily attendance in public day schools. | Number of super- vising officers. | | | Number of regular teachers. | | | Number of buildings used for school purposes. | Total number of seats or sittings for study in all public schools. | Number of years required to complete the entire course of study. |
|---|---|---|--------------------------------------|---------|--------|--------------------------------|---------|--------|--|--|--|
| | | | Male. | Female. | Total. | Male. | Female. | Total. | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 177 | 455,421 | 2,573 | 3 | 1 | 4 | 7 | 66 | 73 | 7 | 2,749 | 12 |
| 180 | 430,460 | 2,447 | | | | | | | 3 | | 10 |
| 170 | | | 1 | 0 | 1 | 5 | 38 | 43 | 6 | 2,600 | 12 |
| 170 | 238,000 | 1,400 | 1 | 1 | 2 | 6 | 37 | 43 | 6 | 1,600 | 12 |
| 175 | 183,300 | 1,042 | 2 | 3 | 5 | 5 | 14 | 19 | 5 | 1,200 | 5 |
| 176 | 480,056 | 2,728 | 1 | | 1 | 6 | 54 | 60 | 12 | 3,521 | 12 |
| 173 | 1,128,791 | 6,506 | 5 | 10 | 15 | 7 | 170 | 177 | 34 | 8,150 | 13 |
| 201 | 1,346,140 | 6,697 | 11 | 2 | 13 | 10 | 152 | 162 | 15 | *6,751 | 12 |
| 183 | 574,803 | 3,141 | 1 | 0 | 1 | 4 | 101 | 105 | 14 | 4,289 | 9 |
| 194 | 345,902 | 1,783 | 2 | 6 | 8 | 3 | 67 | 70 | 16 | 2,445 | 12 |
| 203 | 6,148,028 | 30,121 | 17 | 39 | 56 | 50 | 736 | 786 | 77 | 36,937 | 12 |
| 194 | 506,225 | 2,716 | 1 | 0 | 1 | 11 | 64 | 75 | 8 | 3,568 | 12 |
| 177 | 307,803 | 1,739 | 2 | 0 | 2 | 10 | 38 | 48 | 9 | 2,605 | 12 |
| 188 | 250,000 | 1,400 | 2 | 2 | 4 | 2 | 36 | 38 | 5 | 1,600 | 12 |
| 180 | 1,122,660 | 6,237 | 13 | 2 | 15 | | | | 17 | 8,000 | 12 |
| 186 | 522,778 | 2,741 | 1 | 0 | 1 | 11 | 63 | 74 | 9 | 3,000 | 12 |
| 182 | 150,856 | 964 | 2 | 1 | 3 | 7 | 33 | 40 | 4 | 1,152 | 17 |
| 186 | 190,595 | 1,024.7 | 1 | 0 | 1 | 7 | 39 | 46 | 7 | 1,565 | 12 |
| 180 | 176,580 | 981 | 3 | 2 | 5 | 3 | 40 | 43 | 7 | 1,536 | 12 |
| 192 | 1,178,515.2 | 6,138.1 | 5 | 1 | 6 | 1 | 150 | 151 | 23 | 7,668 | 13 |
| 192 | *335,127 | *1,690 | 1 | 1 | 2 | 2 | 45 | 47 | 6 | 2,500 | 12 |
| b189.6 | b1,012,106 | b5,337 | | | | 30 | 167 | 197 | 18 | 7,416 | 14 |
| 192 | 556,224 | 2,897 | | | | 11 | 79 | 90 | 17 | 4,000 | 13 |
| 190 | b152,000 | b800 | 1 | 1 | 2 | 2 | 21 | 23 | 3 | 1,075 | 13 |
| 187 | 322,388 | 1,724 | 1 | 0 | 1 | (46) | | 46 | 10 | 3,200 | 13 |
| 196 | 2,188,800 | 10,944.5 | 11 | 7 | 18 | 10 | 319 | 329 | 37 | 13,263 | 14 |
| 190 | 330,410 | 1,739 | 0 | 0 | 0 | 3 | 49 | 52 | 7 | 2,404 | 12 |
| 194 | 355,796 | 1,834 | | | | 9 | 46 | 55 | 12 | 2,615 | 10 |
| 191 | 153,182 | 802 | 1 | 2 | 1 | 2 | 27 | 29 | 6 | 1,215 | 0 |
| 198 | 310,362 | 1,569 | 0 | 0 | 0 | (59) | | 59 | 19 | | |
| 193 | 591,931 | 3,067 | 4 | 7 | 11 | 4 | 88 | 92 | 14 | | 12 |
| 200 | | | | | | | | | | | 32 |
| 200 | 1,298,200 | 6,491 | 1 | 1 | 2 | 4 | 103 | 187 | 27 | 8,816 | 11 |
| 179 | 3,308,247 | 19,847 | 8 | 1 | 9 | 70 | 486 | 556 | 69 | 24,160 | 11 |
| 177.5 | 1,627,347 | 9,163 | 5 | 2 | 7 | 20 | 203 | 223 | 23 | 8,849 | 12 |
| 183 | 149,328 | 816 | 0 | 0 | 0 | 6 | 22 | 23 | 8 | | 8 |
| 160 | 171,680 | 1,073 | 1 | 0 | 1 | 7 | 23 | 30 | 11 | 1,700 | 37 |

b Approximately.

TABLE 4.—Population, private schools, and public school enrollment, attendance, super-

| | City. | Total population (census of 1890). | School-census age. | Number of children of school-census age. | | | Estimate number of pupils in private and parochial schools. | Number of different pupils enrolled in public day schools. | | |
|-------------|---------------------|------------------------------------|--------------------|--|---------|---------|---|--|---------|---------|
| | | | | Male. | Female. | Total. | | Male. | Female. | Total. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| GEORGIA. | | | | | | | | | | |
| 33 | Athens..... | 8,639 | 6-18 | (2,326) | | 2,326 | 100 | (1,230) | | 1,230 |
| 39 | Atlanta..... | 65,533 | 6-18 | 8,615 | 9,385 | 1,800 | 1,500 | 4,257 | 4,968 | 9,225 |
| 40 | Augusta* | 33,300 | 6-18 | 4,633 | 4,827 | 9,460 | 1,650 | 1,900 | 1,806 | 3,706 |
| 41 | Columbus..... | 17,303 | 6-18 | 1,930 | 2,200 | 4,130 | 300 | 1,008 | 1,276 | 2,284 |
| 42 | Macon..... | 22,746 | 6-18 | (4,576) | | 4,576 | 150 | 1,099 | 1,252 | 2,351 |
| 43 | Savannah..... | 43,189 | 6-16 | 6,105 | 7,081 | 13,186 | 700 | 3,303 | 3,502 | 6,805 |
| ILLINOIS. | | | | | | | | | | |
| 44 | Aurora..... | 19,688 | 6-21 | 2,259 | 2,227 | 4,486 | 601 | 1,225 | 1,251 | 2,476 |
| 45 | Belleville..... | 15,361 | 6-21 | 2,656 | 2,504 | 5,160 | 1,175 | 1,334 | 1,302 | 2,636 |
| 46 | Bloomington..... | 20,484 | 6-21 | 3,499 | 3,463 | 6,962 | *1,000 | 1,589 | 1,709 | 3,298 |
| 47 | Cairo..... | 10,324 | 6-21 | 1,688 | 1,918 | 3,606 | 710 | 723 | 792 | 1,516 |
| 48 | Chicago..... | 1,039,850 | 6-14 | 84,277 | 81,344 | 165,621 | 62,713 | 72,075 | 74,676 | 146,751 |
| 49 | Danville..... | 11,491 | 6-21 | 1,481 | 1,497 | 2,978 | 396 | 1,335 | 1,300 | 2,635 |
| 50 | Decatur..... | 16,841 | 6-21 | 2,554 | 2,617 | 5,171 | 500 | 1,551 | 1,629 | 3,180 |
| 51 | East St. Louis..... | 15,169 | 6-21 | 1,828 | 1,795 | 3,623 | 839 | 897 | 927 | 1,824 |
| 52 | Elgin..... | 17,823 | 6-21 | *2,038 | *2,302 | *4,340 | *650 | 1,457 | 1,413 | 2,870 |
| 53 | Freeport..... | 10,189 | 6-21 | 1,559 | 1,661 | 3,220 | 591 | 828 | 852 | 1,680 |
| 54 | Galesburg..... | 15,264 | 6-21 | 2,370 | 2,521 | 4,891 | 500 | 1,233 | 1,242 | 2,475 |
| 55 | Jacksonville..... | 12,935 | 6-21 | 1,815 | 1,891 | 3,706 | 1,200 | 945 | 1,145 | 2,090 |
| 56 | Joliet* | 23,264 | 6-21 | 3,431 | 3,809 | 7,240 | 850 | 1,747 | 1,717 | 3,464 |
| 57 | Kankakee..... | 9,025 | 6-21 | 1,124 | 1,013 | 2,137 | 525 | 641 | 576 | 1,217 |
| 58 | La Salle*..... | 9,855 | 6-21 | 2,032 | 1,971 | 3,993 | 780 | 563 | 592 | 1,155 |
| 59 | Moline..... | 12,000 | 6-21 | 1,857 | 1,902 | 3,759 | 300 | 1,031 | 1,160 | 2,191 |
| 60 | Ottawa..... | 9,985 | 6-21 | 1,620 | 1,525 | 3,145 | *402 | 884 | 820 | 1,704 |
| 61 | Peoria..... | 41,024 | 6-21 | 6,224 | 6,601 | 12,825 | 1,793 | 3,543 | 3,686 | 7,229 |
| 62 | Quincy..... | 31,494 | 6-21 | 4,915 | 5,202 | 10,117 | 2,300 | 2,004 | 2,203 | 4,207 |
| 63 | Rock Island..... | 13,634 | 6-21 | 2,195 | 2,282 | 4,477 | 897 | 1,182 | 1,245 | 2,427 |
| 64 | Rockford..... | 23,584 | 6-21 | 3,326 | 3,453 | 6,779 | 545 | 1,922 | 2,088 | 4,010 |
| 65 | Springfield..... | 24,963 | 6-21 | 4,026 | 4,182 | 8,208 | 1,500 | 1,838 | 1,890 | 3,728 |
| 66 | Streator * | 11,414 | 6-21 | 2,064 | 1,996 | 4,060 | ..... | 1,137 | 1,145 | 2,282 |
| INDIANA. | | | | | | | | | | |
| 67 | Anderson *..... | 10,741 | 6-21 | (2,582) | | 2,582 | 200 | 542 | 638 | 1,180 |
| 68 | Elkhart..... | 11,360 | 6-21 | 1,574 | 1,519 | 3,093 | 200 | 1,032 | 1,154 | 2,236 |
| 69 | Evansville..... | 50,756 | 6-21 | 7,499 | 7,943 | 15,442 | 1,650 | 3,420 | 3,435 | 6,855 |
| 70 | Fort Wayne..... | 35,393 | 6-21 | 6,676 | 6,793 | 13,469 | 4,100 | 2,425 | 2,542 | 4,967 |
| 71 | Indianapolis..... | 105,436 | 6-21 | 16,934 | 17,011 | 33,945 | ..... | (17,074) | | 17,074 |
| 72 | Jeffersonville..... | 10,666 | 6-21 | 2,285 | 2,300 | 4,585 | *400 | 864 | 936 | 1,800 |
| 73 | Kokomo..... | 8,261 | 6-21 | 1,497 | 1,309 | 2,806 | 75 | 832 | 878 | 1,760 |
| 74 | La Fayette..... | 16,243 | 6-21 | (7,028) | | 7,028 | 800 | 1,564 | 1,677 | 3,241 |
| 75 | Logansport..... | 13,328 | 6-21 | 2,863 | 2,951 | 5,814 | 800 | 1,037 | 1,099 | 2,136 |
| 76 | Marion..... | 8,769 | 6-21 | 1,556 | 1,498 | 3,054 | 50 | 911 | 980 | 1,891 |
| 77 | Michigan City..... | 10,776 | 6-21 | 1,600 | 1,665 | 3,265 | 700 | 595 | 612 | 1,207 |
| 78 | Muncie..... | 11,345 | 6-21 | 1,833 | 1,742 | 3,575 | 175 | 1,151 | 1,164 | 2,315 |
| 79 | New Albany..... | 21,059 | 6-21 | 3,893 | 3,961 | 7,854 | 850 | 1,619 | 1,685 | 3,304 |
| 80 | Richmond..... | 16,608 | 6-21 | 3,116 | 3,379 | 6,495 | 825 | 1,341 | 1,471 | 2,812 |
| 81 | South Bend..... | 21,819 | 6-21 | 3,671 | 3,583 | 7,254 | 2,016 | 1,230 | 2,053 | 3,283 |
| 82 | Terre Haute..... | 30,217 | 6-21 | 6,417 | 7,598 | 14,015 | 750 | 2,678 | 2,791 | 5,469 |
| 83 | Vincennes..... | 8,853 | 6-21 | 1,486 | 1,512 | 2,998 | 600 | 619 | 666 | 1,285 |
| IOWA. | | | | | | | | | | |
| 84 | Burlington..... | 22,565 | 5-21 | 4,176 | 4,384 | 8,560 | 2,000 | (3,985) | | 3,985 |
| 85 | Cedar Rapids..... | 18,020 | 5-21 | 2,792 | 2,883 | 5,675 | 577 | 1,963 | 2,001 | 3,964 |
| 86 | Clinton..... | 13,619 | 5-21 | 2,463 | 2,412 | 4,880 | 500 | 1,363 | 1,445 | 2,808 |
| 87 | Council Bluffs..... | 21,474 | ..... | 4,625 | 5,513 | 10,138 | 800 | 1,836 | 1,922 | 3,758 |
| 88 | Davenport..... | 26,872 | 5-21 | 4,789 | 5,035 | 9,824 | 1,000 | 2,445 | 2,313 | 4,758 |
| Des Moines: | | | | | | | | | | |
| 89 | East side..... | 50,093 | 5-21 | 2,547 | 2,690 | 5,237 | 250 | 1,773 | 1,861 | 3,634 |
| 90 | West side..... | | 5-21 | (7,101) | | 7,101 | *900 | (4,226) | | 4,226 |
| 91 | Dubuque..... | 30,311 | 5-21 | 5,542 | 5,618 | 11,160 | 2,500 | 2,378 | 3,421 | 5,799 |

* Statistics of 1889-90.

a One hundred and sixty-five rooms in rented building are used.

vising officers, teachers, and accommodations in cities of over 8,000 inhabitants.—Con'td.

| Number of days the public schools were actually in session. | Aggregate number of days' attendance in all public day schools. | Average daily attendance in public day schools. | Number or super- vising officers. | | | Number of regular teachers. | | | Number of buildings used for school purposes. | Total number of seats or sittings for study in all public schools. | Number of years required to complete the entire course of study. | |
|---|---|---|--------------------------------------|---------|--------|--------------------------------|---------|--------|---|--|--|----|
| | | | Male. | Female. | Total. | Male. | Female. | Total. | | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 173 | 145,445 | 943 | 2 | 1 | 3 | 1 | 17 | 18 | 4 | 1,000 | 11 | 39 |
| 195 | 1,708,980 | 8,764 | 3 | 0 | 3 | 11 | 154 | 165 | 19 | 8,050 | 12 | 30 |
| 193 | 402,405 | 2,085 | 6 | 0 | 6 | 0 | 50 | 50 | 10 | 3,050 | 11 | 41 |
| 198 | 406,890 | 2,055 | 1 | 0 | 1 | *6 | *38 | *44 | 7 | 1,120 | 10 | 42 |
| 188 | 364,720 | 1,940 | 0 | 0 | 0 | 4 | 46 | 50 | 10 | 2,000 | 9 | 43 |
| 179 | 1,012,066 | 5,654 | 2 | 0 | 2 | 26 | 101 | 127 | 9 | ----- | 10 | 48 |
| 192 | 356,447 | 1,837.5 | 2 | 3 | 5 | 4 | 48 | 52 | 7 | 2,400 | 12 | 44 |
| 199 | 447,215 | 2,247 | 1 | 0 | 1 | 13 | 40 | 53 | 6 | 2,770 | 11 | 45 |
| 176 | 451,992 | 2,553.6 | 0 | 1 | 1 | 2 | 76 | 78 | 11 | 2,950 | 12 | 46 |
| 179 | 200,412 | 1,119 | 1 | 0 | 1 | 2 | 26 | 28 | 7 | 1,371 | 12 | 47 |
| 195 | 21,071,622 | 105,358 | 124 | 105 | 229 | 134 | 2,971 | 3,105 | a219 | 134,015 | 12 | 48 |
| 190 | 366,936 | 1,957 | 1 | 0 | 1 | 9 | 48 | 57 | 7 | 2,700 | 12 | 49 |
| 182 | 444,262 | 2,441 | 1 | 3 | 4 | 4 | 47 | 51 | 9 | 2,821 | 11 | 50 |
| 201 | 226,767 | 1,128 | 1 | 0 | 1 | 9 | 30 | 39 | 1 | 840 | 12 | 51 |
| 188 | 421,393 | 2,210 | 1 | 1 | 2 | 2 | 65 | 67 | 15 | 2,600 | 12 | 52 |
| 197 | 264,880 | 1,293 | 4 | 1 | 5 | 1 | 35 | 36 | 5 | 1,600 | 12 | 53 |
| 177 | 330,813 | 1,869 | 3 | 1 | 4 | *3 | *49 | *52 | 8 | 2,500 | 11 | 54 |
| 177 | 303,389 | 1,715 | 1 | 0 | 1 | 3 | 39 | 42 | 7 | 2,100 | 12 | 55 |
| 198 | 492,610 | 2,480 | 1 | 0 | 1 | 3 | 64 | 67 | 10 | 2,800 | 12 | 56 |
| 194 | 165,226 | 851.7 | 1 | 0 | 1 | 2 | 26 | 28 | 4 | 1,390 | 12 | 57 |
| 205 | 187,165 | 913 | 1 | 0 | 1 | 2 | 20 | 22 | 6 | 1,500 | 12 | 58 |
| 176 | 297,193 | 1,688.6 | 5 | 1 | 6 | 4 | 48 | 52 | 5 | 2,200 | 12 | 59 |
| 200 | 263,905 | 1,357 | 2 | 0 | 2 | 1 | 32 | 33 | 7 | *1,500 | 8 | 60 |
| 190 | 904,085 | 5,248 | 8 | 4 | 12 | 5 | 134 | 139 | 13 | 6,896 | 12 | 61 |
| 196 | 546,448 | 2,788.3 | 4 | 1 | 5 | 1 | 62 | 63 | 10 | 3,458 | 12 | 62 |
| 178 | 350,126 | 1,967 | 2 | 1 | 3 | 4 | 48 | 52 | 9 | 2,200 | 13 | 63 |
| 192 | 571,008 | 2,974 | 1 | 0 | 1 | 2 | 12 | 14 | 14 | 3,530 | 12 | 64 |
| 193 | 597,940 | 2,989.7 | 1 | 0 | 1 | 9 | 71 | 80 | 11 | 3,373 | 12 | 65 |
| 195 | 348,860 | 1,670 | 1 | 1 | 2 | 0 | 42 | 42 | 9 | 2,450 | ----- | 66 |
| 180 | 150,840 | 838 | 1 | 0 | 1 | 3 | 14 | 17 | 3 | ----- | 12 | 67 |
| 180 | 310,625 | 1,725 | 1 | 0 | 1 | 4 | 40 | 44 | 8 | 2,200 | 12 | 68 |
| 193.5 | 1,013,224 | 5,236.3 | 2 | 2 | 4 | 17 | 146 | 163 | 17 | 7,000 | 12 | 69 |
| 192 | 612,288 | 3,189 | 4 | 9 | 13 | 6 | 104 | 110 | 13 | 4,859 | 12 | 70 |
| 181 | 2,285,023.5 | 12,624.4 | 5 | 6 | 11 | 17 | 303 | 320 | 37 | ----- | 12 | 71 |
| 179 | 281,209 | 1,571 | 4 | 1 | 5 | 7 | 36 | 43 | 5 | ----- | 12 | 72 |
| 176.5 | 203,767.5 | 1,155 | 1 | 0 | 1 | 6 | 21 | 27 | 4 | 1,436 | 12 | 73 |
| 185 | 363,895 | 1,967 | 3 | 4 | 7 | 6 | 47 | 53 | 8 | 2,500 | 12 | 74 |
| 179 | 281,746 | 1,574 | 1 | 1 | 2 | 6 | 38 | 44 | 7 | 1,950 | 12 | 75 |
| 180 | 236,492 | 1,314 | 1 | 0 | 1 | 6 | 26 | 32 | 8 | 1,550 | 12 | 76 |
| 180 | 165,600 | 920 | 1 | 1 | 2 | 3 | 22 | 25 | 5 | 1,143 | 12 | 77 |
| 183 | 307,470.5 | 1,555.5 | 1 | 1 | 2 | 4 | 38 | 42 | 8 | 1,800 | 12 | 78 |
| 178 | 452,102 | 2,539.9 | 1 | 0 | 1 | 10 | 50 | 60 | 12 | 3,200 | 12 | 79 |
| 180 | 377,100 | 2,005 | 2 | 1 | 3 | 4 | 57 | 61 | 9 | 2,668 | 12 | 80 |
| 173 | 455,000 | 2,500 | 1 | 0 | 1 | 5 | 57 | 62 | 10 | 2,500 | 12 | 81 |
| 191 | 776,968.9 | 4,067.9 | 1 | 1 | 2 | 16 | 109 | 125 | 17 | 5,480 | 12 | 82 |
| 200 | *156,267 | *805.5 | 1 | 1 | 2 | *2 | *20 | *22 | 4 | 1,100 | 12 | 83 |
| 193 | 578,421 | 2,997 | 3 | 2 | 5 | 16 | 70 | 86 | 11 | 4,075 | 11 | 84 |
| 180 | 553,500 | 3,075 | 1 | 1 | 2 | 0 | 87 | 87 | 14 | 4,098 | 13 | 85 |
| 187 | 377,366 | 2,018 | 3 | 1 | 4 | 3 | 55 | 58 | 10 | 2,800 | 13 | 86 |
| 198 | 499,950 | 2,525 | 1 | 3 | 4 | 4 | 82 | 86 | 17 | 3,739 | 12 | 87 |
| 195 | 691,561.5 | 3,601.5 | 1 | 0 | 1 | 14 | 94 | 108 | 10 | 4,286 | 13 | 88 |
| 174 | 438,654 | 2,521 | 1 | 1 | 2 | 2 | 81 | 83 | 10 | 3,238 | 13 | 89 |
| 178 | 522,919 | 2,974.5 | 1 | 11 | 12 | 5 | 100 | 105 | 12 | 3,920 | 12 | 90 |
| 197 | 644,387 | 3,271 | 8 | 4 | 12 | 10 | 86 | 96 | 13 | 4,640 | 12 | 91 |

6 Including "transfers."

TABLE 4.—Population, private schools, and public school enrollment, attendance, super-

| | City. | Total population (census of 1890). | School-census age. | Number of children of school-census age. | | | Estimated number of pupils in private and parochial schools. | Number of different pupils enrolled in public day schools. | | |
|-----------------|---------------------|------------------------------------|--------------------|--|---------|----------|--|--|---------|---------|
| | | | | Male. | Female. | Total. | | Male. | Female. | Total. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| IOWA—continued. | | | | | | | | | | |
| 92 | Keokuk | 14, 101 | 5-21 | 2, 453 | 2, 476 | 4, 929 | 500 | 1, 153 | 1, 202 | 2, 355 |
| 93 | Marshalltown | 8, 914 | 5-21 | 1, 266 | 1, 396 | 2, 662 | 60 | 972 | 1, 077 | 2, 049 |
| 94 | Muscatine | 11, 454 | 5-21 | 1, 702 | 1, 707 | 3, 409 | 200 | 1, 036 | 1, 126 | 2, 162 |
| 95 | Ottumwa | 14, 001 | 5-21 | 2, 163 | 2, 045 | 4, 208 | 220 | 1, 500 | 1, 509 | 3, 009 |
| 96 | Sioux City | 37, 806 | 5-21 | (8, 000) | | 8, 000 | 500 | 2, 538 | 2, 768 | 5, 306 |
| KANSAS. | | | | | | | | | | |
| 97 | Arkansas City | 8, 347 | 5-21 | 1, 011 | 1, 059 | 2, 070 | 30 | 946 | 1, 018 | 1, 964 |
| 98 | Atchison | 13, 963 | 5-21 | 2, 232 | 2, 219 | 4, 451 | 275 | 1, 037 | 1, 117 | 2, 154 |
| 99 | Fort Scott | 11, 946 | 5-21 | (4, 174) | | 4, 174 | 0 | 1, 395 | 1, 243 | 2, 638 |
| 100 | Hutchinson | 8, 682 | 5-21 | 1, 138 | 1, 348 | 2, 486 | | 989 | 1, 107 | 2, 096 |
| 101 | Kansas City | 38, 316 | 5-21 | 5, 529 | 5, 909 | 11, 438 | 1, 000 | 3, 214 | 3, 501 | 6, 715 |
| 102 | Lawrence | 9, 997 | 5-21 | 1, 693 | 1, 766 | 3, 459 | 460 | 1, 175 | 1, 257 | 2, 432 |
| 103 | Leavenworth | 19, 763 | 5-21 | 3, 473 | 3, 591 | 7, 064 | 500 | 1, 500 | 1, 662 | 3, 162 |
| 104 | Topeka | 31, 007 | *5-21 | *5, 325 | *5, 456 | *10, 781 | *750 | 3, 019 | 3, 328 | 6, 347 |
| 105 | Wichita | 23, 853 | 5-21 | 3, 332 | 3, 409 | 6, 831 | 301 | 2, 301 | 2, 468 | 4, 769 |
| KENTUCKY. | | | | | | | | | | |
| 106 | Covington | 37, 371 | 6-21 | 6, 796 | 6, 658 | 13, 454 | 3, 500 | (4, 037) | | 4, 037 |
| 107 | Henderson | 8, 835 | 6-21 | 1, 300 | 1, 400 | 2, 700 | 300 | 724 | 776 | 1, 500 |
| 108 | Lexington | 21, 597 | 6-20 | 4, 081 | 3, 927 | 8, 008 | 471 | 2, 235 | 1, 841 | 4, 076 |
| 109 | Louisville | 161, 129 | 6-20 | 34, 147 | 36, 298 | 70, 445 | | 11, 152 | 11, 979 | 23, 131 |
| 110 | Newport | 24, 918 | 6-20 | 3, 843 | 3, 930 | 7, 773 | 1, 000 | 1, 521 | 1, 539 | 3, 060 |
| 111 | Owensboro | 9, 837 | 6-20 | 1, 378 | 1, 385 | 2, 763 | 250 | 855 | 905 | 1, 760 |
| 112 | Paducah | 12, 797 | 6-20 | 2, 600 | 2, 706 | 5, 306 | 250 | 1, 002 | 1, 180 | 2, 182 |
| LOUISIANA. | | | | | | | | | | |
| 113 | New Orleans | 242, 039 | ----- | (66, 756) | | 66, 756 | 16, 610 | 11, 114 | 12, 095 | 23, 209 |
| 114 | Shreveport | 11, 979 | 6-18 | 1, 880 | 2, 131 | 4, 011 | 359 | 807 | 840 | 1, 647 |
| MAINE. | | | | | | | | | | |
| 115 | Auburn | 11, 250 | 4-21 | 1, 986 | 1, 998 | 3, 984 | 260 | 879 | 1, 048 | 1, 927 |
| 116 | Augusta | 10, 527 | 4-21 | (2, 903) | | 2, 903 | 80 | (2, 022) | | 2, 022 |
| 117 | Bangor | 19, 103 | 5-21 | 2, 473 | 2, 916 | 5, 389 | 200 | 1, 432 | 1, 640 | 3, 072 |
| 118 | Bath | 8, 723 | 4-21 | 1, 403 | 1, 500 | 2, 903 | 20 | 800 | 900 | 1, 700 |
| 119 | Biddeford | 14, 443 | 4-21 | (4, 629) | | 4, 629 | 800 | 825 | 908 | 1, 733 |
| 120 | Lewiston | 21, 701 | 4-21 | 3, 765 | 4, 035 | 7, 800 | 1, 800 | 1, 301 | 1, 632 | 2, 933 |
| 121 | Portland | 36, 425 | 4-21 | (12, 030) | | 12, 030 | 1, 200 | 3, 527 | 2, 656 | 6, 183 |
| 122 | Rockland | 8, 174 | 4-21 | (2, 150) | | 2, 150 | *50 | (1, 200) | | 1, 200 |
| MARYLAND. | | | | | | | | | | |
| 123 | Baltimore | 434, 439 | 6-21 | 55, 000 | 55, 731 | 110, 731 | 15, 965 | 25, 935 | 26, 608 | 52, 543 |
| 124 | Frederick | 8, 193 | 6-21 | ----- | ----- | ----- | ----- | 484 | 523 | 1, 007 |
| 125 | Hagerstown | 10, 118 | ----- | ----- | ----- | ----- | 400 | 748 | 898 | 1, 646 |
| MASSACHUSETTS. | | | | | | | | | | |
| 126 | Adams | 9, 213 | 5-15 | (1, 962) | | 1, 962 | 25 | (1, 951) | | 1, 951 |
| 127 | Beverly | 10, 821 | 5-15 | (1, 762) | | 1, 762 | 40 | (1, 814) | | 1, 814 |
| 128 | Boston | 448, 477 | 5-15 | (72, 041) | | 72, 041 | *9, 936 | 36, 114 | 32, 684 | 68, 798 |
| 129 | Brockton | 27, 294 | 5-15 | (4, 284) | | 4, 284 | 508 | (4, 760) | | 4, 760 |
| 130 | Brookline | 12, 103 | 5-15 | 1, 009 | 1, 068 | 2, 077 | 100 | 982 | 1, 025 | 2, 007 |
| 131 | Cambridge | 70, 028 | 5-15 | (12, 160) | | 12, 160 | 2, 127 | (12, 468) | | 12, 468 |
| 132 | Chelsea | 27, 909 | 5-15 | (4, 445) | | 4, 445 | 334 | 2, 529 | 2, 438 | 4, 967 |
| 133 | Chicopee | 14, 050 | 5-15 | (2, 544) | | 2, 544 | 700 | (1, 781) | | 1, 781 |
| 134 | Clinton | 10, 424 | 5-15 | 913 | 1, 064 | 1, 977 | 362 | 908 | 746 | 1, 654 |
| 135 | Everett | 11, 068 | 5-15 | (2, 173) | | 2, 173 | 15 | (2, 812) | | 2, 812 |

* Statistics of 1889-90.

a The ungraded schools were in session 132 days.

b Twelve years for females; thirteen years for males.

vising officers, teachers, and accommodations in cities of over 8,000 inhabitants—Cont'd.

| Number of days the public schools were actually in session. | Aggregate number of days attendance in all public day schools. | Average daily attendance in public day schools. | Number of super- vising officers. | | | Number of regular teachers. | | | Number of buildings used for school purposes. | Total number of seats or sittings for study in all public schools. | Number of years required to complete the entire course of study. | |
|---|--|---|--------------------------------------|---------|--------|--------------------------------|---------|--------|--|--|--|-------|
| | | | Male. | Female. | Total. | Male. | Female. | Total. | | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 180 | 324,540 | 1,803 | 2 | 0 | 2 | 10 | 42 | 52 | 8 | 2,400 | 12 | 92 |
| 176 | 275,616 | 1,566 | 2 | 2 | 4 | 2 | 51 | 53 | 7 | 1,840 | 12 | 93 |
| 180 | 284,671 | 1,580 | 1 | 0 | 1 | 4 | 45 | 49 | 8 | 1,950 | 12 | 94 |
| 189 | 406,539 | 2,151 | 2 | 0 | 2 | 3 | 53 | 56 | 6 | 3,000 | 12 | 95 |
| 180 | 585,766 | 3,484 | 1 | 3 | 4 | 4 | 107 | 111 | 24 | 5,000 | 12 | 95 |
| 176 | 246,241.6 | 1,399.1 | 1 | 0 | 1 | 2 | 34 | 36 | 6 | ..... | 12 | 97 |
| 176 | 302,192 | 1,717 | 1 | 1 | 2 | 6 | 38 | 44 | 7 | 2,000 | 12 | 93 |
| 180 | ..... | ..... | 1 | 0 | 1 | 8 | 36 | 44 | 9 | 2,400 | 11 | 99 |
| 174 | 262,061.4 | 1,506.1 | 1 | 2 | 3 | 4 | 33 | 37 | 7 | 1,800 | 11 | 100 |
| 177.5 | 767,688 | 4,325 | 2 | 0 | 2 | 23 | 89 | 112 | 18 | 4,500 | 12 | 101 |
| 168 | 313,862 | 1,868.3 | 1 | 0 | 1 | 6 | 33 | 39 | 10 | 2,085 | 12 | 102 |
| 180 | 439,200 | 2,440 | 1 | 0 | 1 | *8 | *49 | *57 | 10 | 2,740 | 12 | 103 |
| 177 | 900,684 | 4,757.7 | 1 | 0 | 1 | *28 | *95 | *123 | 23 | 6,300 | 11 | 104 |
| 175 | 581,665 | 3,323.8 | 3 | 2 | 5 | 13 | 87 | 100 | 19 | 5,435 | 12 | 105 |
| a200 | 688,400 | 3,442 | 1 | 2 | 3 | 6 | 61 | 67 | 6 | 3,850 | ..... | 106 |
| 195 | *199,215 | *1,019 | 1 | 0 | 1 | 3 | 31 | 34 | 5 | 1,690 | 12 | 107 |
| 190 | 689,980 | 3,642 | 1 | 0 | 1 | 5 | 55 | 60 | 7 | 295 | 12 | 108 |
| 204 | 3,366,000 | 16,500 | 21 | 8 | 29 | 26 | 336 | 362 | 35 | ..... | 12 | 109 |
| 200 | 508,400 | 2,542 | *1 | *0 | *1 | *4 | *52 | *56 | 6 | 3,014 | 8 | 110 |
| 183 | 217,366 | 1,184 | 1 | 0 | 1 | 4 | 26 | 30 | 5 | 1,800 | 10 | 111 |
| 190 | 267,739 | 1,456 | 6 | 1 | 7 | 8 | 25 | 33 | 7 | 1,806 | 11 | 112 |
| 155 | 2,493,330 | 16,086 | 1 | 2 | 3 | 19 | 447 | 466 | 51 | 20,000 | 11 | 113 |
| 200 | 189,400 | 947 | 1 | 0 | 1 | 15 | 16 | 31 | 15 | 1,700 | 8 | 114 |
| 174 | 303,456 | 1,744 | 1 | 0 | 1 | 5 | 53 | 58 | 31 | 2,500 | 13 | 115 |
| a174 | 194,248 | 1,166 | 3 | 0 | 3 | 4 | 43 | 47 | 27 | 1,900 | 14 | 116 |
| 180 | 508,723 | 2,826 | 6 | 2 | 8 | 4 | 88 | 92 | 38 | *2,800 | 14 | 117 |
| 180 | 270,000 | 1,500 | 1 | 0 | 1 | 2 | 41 | 43 | 15 | 2,300 | 12 | 118 |
| 178 | 195,800 | 1,221 | 1 | 0 | 1 | 7 | 38 | 45 | 22 | 2,117 | 14 | 119 |
| 219 | 357,880 | 1,945 | 2 | 1 | 3 | 6 | 64 | 70 | 22 | 3,200 | 14 | 120 |
| 185 | 827,135 | 4,471 | 5 | 2 | 7 | 5 | 156 | 11 | 17 | 6,507 | 13 | 121 |
| 154 | *186,400 | *1,165 | 1 | 1 | 2 | 4 | 27 | 31 | 11 | 1,400 | 10 | 122 |
| 198 | 8,493,804 | 42,898 | 4 | 9 | 13 | 116 | 1,174 | 1,290 | 105 | 58,000 | (b) | 123 |
| 173 | 96,139 | 556 | 0 | 0 | 0 | 4 | 14 | 18 | 5 | *1,000 | 9 | 124 |
| 151 | 180,445 | 1,195 | 1 | 0 | 1 | 7 | 29 | 36 | 7 | 1,700 | 9 | 125 |
| {150-} | ..... | 1,471 | 1 | 1 | 2 | 4 | 37 | 41 | 9 | 2,014 | 13 | 126 |
| {195} | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 200 | 287,800 | 1,439 | 0 | 0 | 0 | 2 | 39 | 41 | 10 | 1,840 | 11 | 127 |
| 190 | c10,306,360 | 54,244 | 6 | 1 | 7 | 173 | 1,216 | 1,389 | ..... | ..... | d12 | 128 |
| 200 | 714,800 | 3,574 | 1 | 0 | 1 | (97) | ..... | ..... | 26 | ..... | ..... | 129 |
| 194 | ..... | *1,550 | 6 | 7 | 13 | 5 | 52 | 57 | 14 | ..... | 13 | 130 |
| 200 | 1,931,800 | 9,659 | 3 | 0 | 3 | 24 | 248 | 272 | 35 | ..... | 15 | 131 |
| 200 | 692,600 | 3,463 | 2 | 1 | 3 | 11 | 95 | 106 | 11 | 4,656 | 13 | 132 |
| 192 | 229,824 | 1,197 | 2 | 1 | 3 | (35) | ..... | 35 | *6 | ..... | ..... | 133 |
| *196 | ..... | 1,262 | 1 | 0 | 1 | 1 | 33 | 34 | 12 | 1,899 | 13 | 134 |
| 200 | 358,800 | 1,794 | 4 | 0 | 4 | 5 | 46 | 51 | 7 | 2,300 | 13 | 135 |

cEstimated.

dNot including the kindergarten course.

TABLE 4.—Population, private schools, and public school enrollment, attendance, super

| City. | Total population (census of 1890). | School-census age. | Number of children of school-census age. | | | Estimated number of pupils in private and parochial schools. | Number of different pupils enrolled in public day schools. | | |
|--------------------------|------------------------------------|--------------------|--|---------|--------|--|--|---------|--------|
| | | | Male. | Female. | Total. | | Male. | Female. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| MASSACHUSETTS—continued. | | | | | | | | | |
| 136 Fall River..... | 74,398 | 5-15 | 7,426 | 6,998 | 14,434 | 3,279 | 6,074 | 5,658 | 11,732 |
| 137 Fitchburg..... | 22,037 | 5-15 | (4,051) | | 4,051 | 800 | 1,991 | 1,863 | 3,854 |
| 138 Framingham..... | 9,239 | 5-15 | | | | 140 | (2,069) | | 2,069 |
| 139 Gloucester..... | 24,651 | 5-15 | 1,866 | 1,843 | 3,709 | 400 | 2,094 | 2,052 | 4,146 |
| 140 Haverhill..... | 27,412 | 5-15 | (4,287) | | 4,287 | 1,050 | (3,779) | | 3,779 |
| 141 Holyoke..... | 35,637 | 5-15 | 3,380 | 3,764 | 7,144 | 2,865 | 2,357 | 2,247 | 4,604 |
| 142 Hyde Park..... | 10,193 | 5-15 | 1,034 | 886 | 1,920 | 624 | 893 | 884 | 1,777 |
| 143 Lawrence..... | 44,654 | 5-16 | (8,545) | | 8,545 | 2,000 | (6,411) | | 6,411 |
| 144 Lowell..... | 77,696 | 5-15 | 6,382 | 6,367 | 12,749 | 3,500 | (11,247) | | 11,247 |
| 145 Lynn..... | 55,727 | 5-15 | (8,356) | | 8,356 | 700 | 4,413 | 4,488 | 8,906 |
| 146 Malden..... | 23,031 | 5-15 | 1,892 | 1,984 | 3,876 | 677 | 1,737 | 1,769 | 3,506 |
| 147 Marlboro..... | 13,805 | 5-15 | (2,258) | | 2,258 | 300 | 1,240 | 1,258 | 2,498 |
| 148 Medford..... | 11,079 | 5-15 | | | | 35 | 1,144 | 1,155 | 2,299 |
| 149 Melrose..... | 8,519 | 5-15 | (1,447) | | 1,447 | 0 | (1,668) | | 1,668 |
| 150 Natick..... | 9,118 | 5-15 | (1,636) | | 1,636 | 20 | (1,958) | | 1,958 |
| 151 New Bedford..... | 40,733 | 5-15 | (7,513) | | 7,513 | 2,000 | (5,853) | | 5,853 |
| 152 Newburyport..... | 13,947 | 5-15 | 1,125 | 1,275 | 2,400 | 700 | (1,731) | | 1,731 |
| 153 Newton..... | 24,379 | 5-15 | (4,436) | | 4,436 | 277 | (4,487) | | 4,487 |
| 154 North Adams..... | 16,074 | 5-15 | (3,118) | | 3,118 | 1,000 | 1,208 | 1,190 | 2,398 |
| 155 Northampton..... | 14,990 | 5-15 | (2,496) | | 2,496 | 250 | 1,254 | 1,295 | 2,549 |
| 156 Peabody..... | 10,158 | 5-15 | 1,014 | 1,046 | 2,060 | 21 | 916 | 1,004 | 1,920 |
| 157 Pittsfield..... | 17,281 | 5-15 | | | | 150 | 1,867 | 1,854 | 3,721 |
| 158 Quincy..... | 16,723 | 5-15 | (4,045) | | 4,045 | 60 | (3,640) | | 3,649 |
| 159 Salem..... | 30,801 | 5-15 | 2,671 | 2,730 | 5,401 | 1,529 | 2,403 | 1,708 | 4,111 |
| 160 Somerville..... | 40,152 | 5-15 | (6,409) | | 6,409 | 678 | 4,092 | 3,786 | 7,878 |
| 161 Springfield..... | 44,179 | 5-15 | (7,134) | | 7,134 | 1,950 | 3,364 | 2,914 | 6,278 |
| 162 Taunton..... | 25,448 | 8-14 | (2,476) | | 2,476 | 100 | 2,259 | 2,387 | 4,646 |
| 163 Waltham..... | 18,707 | 5-14 | (2,634) | | 2,634 | 975 | 1,194 | 1,203 | 2,397 |
| 164 Weymouth..... | 10,866 | 5-15 | 871 | 906 | 1,777 | 10 | 1,065 | 1,096 | 2,161 |
| 165 Woburn..... | 13,499 | 8-14 | (1,773) | | 1,773 | 500 | (2,575) | | 2,575 |
| 166 Worcester..... | 84,655 | 5-15 | (15,484) | | 15,484 | 2,500 | 7,759 | 7,174 | 14,933 |
| MICHIGAN. | | | | | | | | | |
| 167 Adrian..... | 8,756 | 5-20 | (2,466) | | 2,466 | 400 | 721 | 734 | 1,455 |
| 168 Alpena..... | 11,283 | 5-20 | (4,193) | | 4,193 | 1,200 | (1,608) | | 1,608 |
| 169 Ann Arbor..... | 9,431 | 5-20 | 1,495 | 1,483 | 2,979 | 250 | 1,062 | 974 | 2,036 |
| 170 Battle Creek..... | 13,197 | 5-20 | 2,039 | 2,006 | 4,045 | 700 | 1,062 | 1,210 | 2,272 |
| 171 Bay City..... | 27,839 | 5-20 | 4,495 | 5,045 | 9,540 | 1,836 | 2,094 | 2,252 | 4,344 |
| 172 Detroit..... | 205,876 | 5-21 | 40,518 | 39,982 | 80,500 | 12,472 | 13,254 | 11,833 | 25,087 |
| 173 Flint..... | 9,803 | 5-20 | (2,731) | | 2,731 | 250 | 894 | 984 | 1,878 |
| 174 Grand Rapids..... | 60,278 | 5-20 | (20,322) | | 20,322 | 2,940 | (12,183) | | 12,183 |
| 175 Iron Mountain..... | 8,599 | 5-20 | (2,022) | | 2,022 | | 723 | 659 | 1,382 |
| 176 Ishpeming*..... | 11,197 | 5-18 | 1,237 | 1,327 | 2,564 | | 848 | 873 | 1,721 |
| 177 Jackson..... | | | | | | | | | |
| 177 District No. 1..... | | 5-20 | 1,455 | 1,493 | 2,948 | 400 | 1,022 | 1,090 | 2,112 |
| 178 District No. 17..... | 20,798 | 5-21 | 1,326 | 1,524 | 2,850 | 500 | 734 | 791 | 1,525 |
| 179 Kalamazoo..... | 17,853 | 5-20 | 2,577 | 2,775 | 5,352 | 600 | 1,609 | 1,729 | 3,338 |
| 180 Lansing..... | 13,102 | 5-20 | 1,495 | 2,063 | 3,558 | | 1,159 | 1,559 | 2,718 |
| 181 Marquette..... | 9,093 | 5-20 | 1,279 | 1,472 | 2,751 | 300 | 720 | 786 | 1,506 |
| 182 Menominee..... | 10,630 | 5-21 | (2,708) | | 2,708 | 250 | 884 | 901 | 1,785 |
| 183 Muskegon..... | 22,702 | 5-20 | (8,051) | | 8,051 | 1,000 | 2,341 | 2,609 | 4,950 |
| 184 Port Huron..... | 13,543 | 5-20 | 2,508 | 2,637 | 5,145 | 600 | 1,212 | 1,253 | 2,465 |
| 185 Saginaw..... | | | | | | | | | |
| 185 East Saginaw..... | | 5-20 | 4,528 | 4,805 | 9,333 | | 2,412 | 2,400 | 4,812 |
| 186 West Saginaw*..... | 46,329 | 5-20 | (5,661) | | 5,661 | | (3,139) | | 3,139 |
| 187 West Bay City..... | 12,981 | 5-20 | (4,377) | | 4,377 | 300 | 1,386 | 1,394 | 2,780 |
| MINNESOTA. | | | | | | | | | |
| 188 Duluth..... | 33,115 | | | | | 1,500 | 2,073 | 2,506 | 4,579 |
| 189 Mankato..... | 8,838 | | | | | 500 | 663 | 680 | 1,343 |
| 190 Minneapolis..... | 164,738 | 6-21 | 27,000 | 26,000 | 53,000 | 3,500 | 10,918 | 11,048 | 21,966 |
| 191 St. Paul..... | 133,156 | | | | | 7,000 | 7,940 | 8,194 | 16,134 |
| 192 Stillwater..... | 11,260 | | | | | 300 | 981 | 841 | 1,822 |
| 193 Winona..... | 18,208 | | | | | 1,000 | (2,707) | | 2,707 |

* Statistics of 1889-90.

α Estimated.

vising officers, teachers, and accommodations of cities of over 8,000 inhabitants—Cont'd.

| Number of days the public schools were actually in session. | Aggregate number of days' attendance in all public day schools. | Average daily attendance in public day schools. | Number of supervising officers. | | | Number of regular teachers. | | | Number of buildings used for school purposes. | Total number of seats or sittings for study in all public schools. | Number of years required to complete the entire course of study. | |
|---|---|---|---------------------------------|---------|--------|-----------------------------|---------|--------|---|--|--|-----|
| | | | Male. | Female. | Total. | Male. | Female. | Total. | | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 195 | 1,441,830 | 7,394 | 2 | 2 | 4 | 14 | 231 | 245 | 41 | 10,789 | 13 | 136 |
| 188 | 528,128 | 2,756 | 2 | 1 | 3 | 6 | 76 | 82 | 20 | 3,500 | 13 | 137 |
| 190 | 286,330 | 1,507 | 3 | 1 | 4 | 3 | 42 | 45 | 22 | 4,694 | 13 | 138 |
| 192 | 674,688 | 3,514 | 4 | 0 | 4 | 2 | 102 | 104 | 22 | 4,694 | 13 | 139 |
| 190 | 515,850 | 2,715 | *3 | *1 | *4 | 5 | 92 | 97 | *28 | 4,315 | 13 | 140 |
| 193, 5 | 600,624 | 3,104 | 7 | 2 | 9 | 4 | 90 | 94 | 15 | 2,000 | 12 | 141 |
| 196 | 6254,192 | 1,297 | 0 | 0 | 0 | 7 | 34 | 41 | 6 | 6,000 | 12 | 142 |
| 188 | | *5,034 | 3 | 2 | 5 | 5 | 110 | 115 | 20 | 6,000 | 13 | 143 |
| 191 | 1,260,493 | 7,123 | 2 | 0 | 2 | 15 | 184 | 199 | 46 | 8,300 | 13 | 144 |
| 189 | 1,308,613 | 6,985 | 3 | 1 | 4 | 11 | 163 | 179 | 37 | 4,215 | 13 | 145 |
| 191 | 544,159 | 2,849 | 1 | 2 | 3 | 6 | 91 | 97 | 14 | 2,584 | 13 | 146 |
| 174 | 295,173 | 1,697 | 1 | 1 | 2 | 2 | 52 | 54 | 9 | 2,500 | 12 | 147 |
| 195 | 340,395 | 1,731.3 | 1 | 0 | 1 | 7 | 38 | 45 | 14 | 5,374 | 13 | 148 |
| 183 | 260,004 | 1,383 | 1 | 0 | 1 | 2 | 33 | 35 | 14 | 1,750 | 13 | 149 |
| 181 | 518,017 | 1,757 | 1 | 0 | 1 | (46) | | 46 | 23 | 4,709 | 13 | 150 |
| 194 | 795,206 | 4,099.8 | 5 | 3 | 8 | 2 | 133 | 140 | 23 | 5,845 | 13 | 151 |
| 200 | 254,200 | 1,271 | 1 | 0 | 1 | 5 | 54 | 59 | 12 | 2,550 | 13 | 152 |
| *195 | | 3,591.9 | 1 | 0 | 1 | 17 | 98 | 115 | 22 | 4,705 | 13 | 153 |
| 185 | 508,210 | 1,666 | 1 | 2 | 3 | 4 | 52 | 56 | 11 | 2,200 | 13 | 154 |
| 190 | 373,010 | 1,958 | 1 | 1 | 2 | 4 | 68 | 72 | 22 | 2,800 | 13 | 155 |
| | | | 0 | 0 | 0 | 5 | 41 | 46 | 9 | 2,078 | 10 | 156 |
| 195 | 500,565 | 2,567 | 3 | 1 | 4 | 5 | 77 | 82 | 24 | 3,700 | 13 | 157 |
| 200 | 546,600 | 2,733 | 1 | 3 | 4 | 6 | 68 | 74 | 8 | | 12-13 | 158 |
| 246 | 775,884 | 3,154 | 0 | 0 | 0 | 8 | 95 | 103 | 16 | 4,709 | 13 | 159 |
| 200 | 1,215,000 | 6,075 | 2 | 1 | 3 | 11 | 146 | 157 | 28 | 7,408 | 13 | 160 |
| 191 | 941,324 | 4,928.4 | 6 | 5 | 11 | 0 | 152 | 152 | 31 | 5,845 | 13 | 161 |
| 190 | 763,340 | 3,479 | 1 | 0 | 1 | 10 | 98 | 108 | 31 | 4,639 | 13 | 162 |
| 191 | 365,574 | 1,914 | 3 | 2 | 5 | 6 | 57 | 63 | 13 | 2,796 | 13 | 163 |
| 195 | 325,845 | 1,671 | 2 | 0 | 2 | 6 | 50 | 56 | 20 | 2,550 | 13 | 164 |
| 200 | 383,600 | 1,918 | 1 | 0 | 1 | 3 | 48 | 51 | 13 | 2,250 | 13 | 165 |
| 185 | 2,212,785 | 10,702 | 1 | 0 | 1 | 29 | 294 | 323 | 52 | 14,525 | 14 | 166 |
| 194 | 386,690 | 993 | *1 | *0 | *1 | *2 | *29 | *31 | *5 | *1,780 | 12 | 167 |
| 196 | 224,184.5 | 1,144 | 1 | 1 | 2 | 3 | 27 | 30 | 9 | 1,225 | 12 | 168 |
| 192 | 312,192 | 1,626 | 1 | 0 | 1 | 9 | 38 | 47 | 7 | 1,060 | 12 | 169 |
| 195 | | | 1 | 0 | 1 | 1 | 51 | 52 | 8 | 2,215 | 14 | 170 |
| 194 | 609,360 | 3,109 | 2 | 1 | 3 | 6 | 85 | 91 | 11 | 4,250 | 12 | 171 |
| 196 | 3,606,596 | 18,401.5 | 16 | 35 | 51 | 21 | 508 | 529 | 52 | 24,258 | 12 | 172 |
| 194 | 279,554 | 1,441 | 1 | 1 | 2 | 1 | 40 | 41 | 7 | 1,870 | 12 | 173 |
| 196 | 1,621,804 | 8,169 | 2 | 3 | 5 | 7 | 263 | 270 | 32 | 12,085 | 12 | 174 |
| ..... | 157,764.5 | 896 | 1 | 0 | 1 | 0 | 22 | 22 | 3 | 1,050 | 12 | 175 |
| 196 | 202,468 | 1,033 | | | | 1 | 22 | 23 | 4 | 1,250 | 12 | 176 |
| 195 | 295,619 | 1,516 | 1 | 2 | 3 | 4 | 42 | 46 | 9 | 2,050 | 12 | 177 |
| 195 | 177,645 | 911 | 1 | 0 | 1 | 1 | 29 | 30 | 8 | 1,250 | 12 | 178 |
| 188, 5 | 502,792 | 2,667 | 1 | 2 | 3 | 1 | 67 | 68 | 10 | 2,900 | 12 | 179 |
| 193 | 322,514 | 1,781 | 2 | 1 | 3 | 4 | 45 | 49 | 10 | | 12 | 180 |
| 192 | 200,420 | 1,079 | 0 | 3 | 3 | 2 | 24 | 26 | 5 | 1,478 | 12 | 181 |
| 197 | 220,637 | 1,110 | 1 | 0 | 1 | 1 | 29 | 30 | 7 | 1,395 | 12 | 182 |
| 196 | 706,013 | 3,636 | 3 | 2 | 5 | 7 | 93 | 100 | 20 | 5,000 | 13 | 183 |
| 191 | 301,934 | 1,581 | 1 | 0 | 1 | 1 | 41 | 42 | 8 | 2,132 | 12 | 184 |
| 195 | 720,915 | 3,697.6 | 1 | 2 | 3 | 14 | 103 | 117 | 13 | 4,668 | 12 | 185 |
| 200 | 407,800 | 2,039 | 1 | 0 | 1 | (59) | 59 | 59 | 9 | 3,500 | 12 | 186 |
| 195, 5 | 331,222 | 1,911 | 1 | 1 | 2 | 4 | 52 | 56 | 10 | 3,000 | 12 | 187 |
| 189 | 557,205 | 3,116 | 1 | 3 | 4 | 4 | 102 | 106 | 18 | 3,720 | 12 | 188 |
| 178 | 179,780 | 1,010 | 1 | 0 | 1 | 3 | 22 | 25 | 4 | 1,075 | 12 | 189 |
| 190 | 3,141,426 | 16,534 | 9 | 35 | 44 | 18 | 522 | 540 | 48 | 21,000 | 12 | 190 |
| 186 | 2,146,728 | 11,540 | 3 | 3 | 6 | 24 | 457 | 481 | 46 | 17,822 | 12 | 191 |
| 180 | 246,600 | 1,370 | 2 | 1 | 3 | 3 | 39 | 42 | 7 | 2,000 | ..... | 192 |
| 200 | 410,000 | 2,050 | 1 | 2 | 3 | 0 | 57 | 57 | 9 | 2,800 | 13 | 193 |

b The high schools were in session 200 days.

c Including holidays.

TABLE 4.—Population, private schools, and public school enrollment, attendance, super

| | City. | Total population (census of 1890). | School-census age. | Number of children of school-census age. | | | Estimated number of pupils in private and parochial schools. | Number of different pupils enrolled in public day schools. | | |
|-----------------|--------------------|------------------------------------|--------------------|--|---------|---------|--|--|---------|--------|
| | | | | Male. | Female. | Total. | | Male. | Female. | Total. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| MISSISSIPPI. | | | | | | | | | | |
| 194 | Meridian * | 10,624 | 5-21 | ----- | ----- | ----- | ----- | 1,600 | 2,000 | 3,600 |
| 195 | Natchez..... | 10,101 | 5-21 | 2,259 | 2,225 | 4,484 | *10 | 596 | 725 | 1,321 |
| 196 | Vicksburg..... | 13,373 | 5-21 | 3,131 | 3,372 | 6,503 | 650 | 502 | 791 | 1,293 |
| MISSOURI. | | | | | | | | | | |
| 197 | Hannibal..... | 12,857 | 6-20 | 2,054 | 2,258 | 4,312 | 300 | 1,178 | 1,315 | 2,493 |
| 198 | Joplin..... | 9,943 | 6-20 | 1,818 | 1,910 | 3,728 | 80 | (2,364) | ----- | 2,364 |
| 199 | Kansas City..... | 119,668 | 6-20 | 20,380 | 22,540 | 42,920 | 2,000 | 8,377 | 9,074 | 17,451 |
| 200 | Moberly..... | 8,215 | 6-20 | 1,971 | 1,943 | 3,914 | *500 | 817 | 899 | 1,716 |
| 201 | St. Joseph..... | 52,324 | 6-18 | 10,361 | 11,050 | 21,411 | 1,200 | 3,355 | 3,596 | 6,951 |
| 202 | St. Louis..... | 451,770 | 6-20 | 55,056 | 53,398 | 108,454 | 25,000 | 28,900 | 30,793 | 59,693 |
| 203 | Sedalia..... | 14,068 | 6-20 | 1,926 | 2,185 | 4,111 | 300 | 1,510 | 1,537 | 3,056 |
| 204 | Springfield..... | 21,850 | 6-21 | 3,348 | 3,533 | 6,881 | 500 | 2,445 | 2,531 | 4,976 |
| MONTANA. | | | | | | | | | | |
| 205 | Butte City..... | 10,723 | 6-21 | 2,099 | 2,258 | 4,357 | 437 | 1,324 | 1,372 | 2,696 |
| 206 | Helena..... | 13,834 | 4-21 | 1,470 | 1,490 | 2,960 | 300 | 834 | 909 | 1,743 |
| NEBRASKA. | | | | | | | | | | |
| 207 | Beatrice..... | 13,836 | 5-21 | 1,297 | 1,359 | 2,656 | 225 | 945 | 963 | 1,908 |
| 208 | Hastings..... | 13,584 | 5-21 | 971 | 971 | 1,942 | 100 | 800 | 764 | 1,564 |
| 209 | Kearney..... | 8,074 | 5-21 | ----- | ----- | ----- | *20 | 766 | 763 | 1,529 |
| 210 | Lincoln..... | 55,154 | 5-21 | 5,064 | 4,936 | 10,000 | 750 | 3,020 | 2,980 | 6,000 |
| 211 | Nebraska City* | 11,494 | 5-21 | 1,086 | 1,135 | 2,221 | 300 | 646 | 695 | 1,341 |
| 212 | Omaha..... | 140,452 | 5-21 | 13,538 | 13,743 | 27,281 | *1,900 | 6,837 | 7,256 | 14,093 |
| 213 | Plattsmouth..... | 8,392 | 5-21 | 924 | 907 | 1,831 | 240 | 577 | 625 | 1,202 |
| 214 | South Omaha..... | 8,062 | 5-21 | 1,134 | 1,124 | 2,258 | 200 | 793 | 793 | 1,586 |
| NEVADA. | | | | | | | | | | |
| 215 | Virginia City..... | 8,511 | 6-18 | 1,278 | 1,275 | 2,553 | 265 | 903 | 947 | 1,850 |
| [NEW HAMPSHIRE. | | | | | | | | | | |
| 216 | Concord..... | 17,004 | ----- | ----- | ----- | ----- | 500 | 883 | 943 | 1,826 |
| 217 | Dover..... | 12,790 | 5-15 | 940 | 916 | 1,856 | 600 | 702 | 752 | 1,454 |
| 218 | Manchester..... | 44,126 | ----- | ----- | ----- | ----- | 3,700 | 2,003 | 2,068 | 4,071 |
| 219 | Nashua..... | 19,311 | 5-16 | 1,374 | 1,187 | 2,561 | 1,182 | 1,324 | 1,146 | 2,470 |
| 220 | Portsmouth..... | 9,827 | 5-15 | 772 | 757 | 1,529 | 325 | (1,407) | ----- | 1,407 |
| NEW JERSEY. | | | | | | | | | | |
| 221 | Atlantic City * | 13,055 | 5-18 | (2,943) | ----- | 2,943 | 250 | (1,950) | ----- | 1,950 |
| 222 | Bayonne..... | 19,033 | 5-18 | 2,712 | 2,430 | 5,142 | 819 | 1,151 | 1,079 | 2,230 |
| 223 | Bridgeton* | 11,424 | 5-18 | (2,711) | ----- | 2,711 | 250 | (2,003) | ----- | 2,003 |
| 224 | Camden..... | 58,313 | 5-18 | (18,181) | ----- | 18,181 | 1,500 | (11,058) | ----- | 11,058 |
| 225 | Elizabeth..... | 37,764 | 5-18 | (9,784) | ----- | 9,784 | 2,283 | (4,756) | ----- | 4,756 |
| 226 | Harrison..... | 8,338 | 5-18 | 1,400 | 1,200 | 2,600 | 1,000 | 400 | 300 | 700 |
| 227 | Hoboken..... | 43,648 | 5-18 | (17,641) | ----- | 17,641 | ----- | (6,358) | ----- | 6,358 |
| 228 | Jersey City..... | 163,003 | 5-18 | (75,000) | ----- | 75,000 | 5,000 | (22,389) | ----- | 22,389 |
| 229 | Millville* | 10,002 | 5-18 | (2,402) | ----- | 2,402 | 40 | (1,833) | ----- | 1,833 |
| 230 | Morristown..... | 8,156 | 5-18 | 1,128 | 1,176 | 2,304 | 750 | 500 | 515 | 1,015 |
| 231 | New Brunswick..... | 18,603 | 5-18 | 2,608 | 2,660 | 5,268 | *1,220 | 1,262 | 1,341 | 2,603 |
| 232 | Newark..... | 181,830 | 5-18 | (57,454) | ----- | 57,454 | 9,939 | 12,641 | 13,116 | 25,757 |
| 233 | Orange..... | 18,844 | 5-18 | (5,522) | ----- | 5,522 | 1,700 | (1,922) | ----- | 1,922 |
| 234 | Passaic..... | 13,028 | 5-18 | 1,627 | 1,706 | 3,333 | 540 | 1,043 | 1,010 | 2,053 |
| 235 | Paterson..... | 78,347 | 5-18 | (21,489) | ----- | 21,489 | 2,500 | 7,157 | 8,156 | 15,313 |
| 236 | Perth Amboy * | 9,512 | 5-18 | (1,953) | ----- | 1,953 | 400 | (953) | ----- | 953 |
| 237 | Phillipsburg..... | 8,644 | 5-18 | (2,589) | ----- | 2,589 | 727 | 793 | 774 | 1,567 |
| 238 | Plainfield..... | 11,267 | 5-18 | (2,857) | ----- | 2,857 | 650 | 863 | 828 | 1,691 |
| 239 | Trenton..... | 57,458 | 5-18 | 7,217 | 7,165 | 14,382 | 2,279 | 3,350 | 3,709 | 7,059 |
| 240 | Union* | 10,643 | 5-18 | (2,888) | ----- | 2,888 | 450 | (1,862) | ----- | 1,862 |

* Statistics of 1889-90.

a Estimated.

vising officers, teachers, and accommodations in cities of over 8,000 inhabitants—Cont'd.

| Number of days the public schools were actually in session. | Aggregate number of days' attendance in all public day schools. | Average daily attendance in public day schools. | Number of super- vising officers. | | | Number of regular teachers. | | | Number of buildings used for school purposes. | Total number of seats or sittings for study in all public schools. | Number of years required to complete the entire course of study. | |
|---|---|---|--------------------------------------|---------|--------|--------------------------------|---------|--------|--|--|--|-----|
| | | | Male. | Female. | Total. | Male. | Female. | Total. | | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 173 | 432,500 | 2,500 | 1 | 0 | 1 | | 30 | 31 | | | | 194 |
| 180 | *146,880 | *816 | 2 | 0 | 2 | 2 | 26 | 28 | 4 | 3,600 | 11 | 195 |
| 186 | 155,592 | 824 | 1 | 0 | 1 | 2 | 25 | 27 | 5 | 1,000 | 10 | 196 |
| | | | | | | | | | | | | |
| 176 | 295,677 | 1,687 | 1 | 0 | 1 | 5 | 42 | 47 | 7 | 2,100 | 12 | 197 |
| 176 | 263,824 | 1,499 | 1 | 0 | 1 | 6 | 19 | 25 | 9 | 1,500 | 12 | 198 |
| 180 | 2,098,980 | 12,500 | 4 | 0 | 4 | 43 | 280 | 323 | 36 | 18,906 | 11 | 199 |
| 158 | 177,276 | 1,122 | 1 | 0 | 1 | 4 | 23 | 27 | *4 | 1,560 | 12 | 200 |
| 180 | 873,360 | 4,852 | 3 | 0 | 3 | 14 | 122 | 136 | 23 | 6,200 | 12 | 201 |
| 196 | 7,711,930 | 41,962 | 14 | 13 | 27 | 77 | 1,130 | 1,207 | 107 | 50,772 | 14 | 202 |
| 180 | 424,000 | 2,355 | 1 | 1 | 2 | 4 | 55 | 59 | 8 | 3,092 | 12 | 203 |
| 160 | 526,549 | 3,074 | 1 | 0 | 1 | 2 | 8 | 10 | 10 | 3,500 | 12 | 204 |
| | | | | | | | | | | | | |
| 186 | 603,008 | 1,603.6 | 1 | 1 | 2 | 1 | 42 | 43 | 12 | 2,500 | 12 | 205 |
| 173 | 202,064 | 1,168 | 2 | 2 | 4 | 3 | 39 | 42 | 8 | 2,000 | 12 | 206 |
| | | | | | | | | | | | | |
| 176 | 227,290 | 1,391 | 2 | 0 | 2 | 5 | 33 | 38 | 8 | 1,400 | 12 | 207 |
| 180 | 195,482 | 1,086 | 1 | 0 | 1 | 1 | 28 | 29 | 5 | 1,200 | 12 | 208 |
| 178 | 180,424 | 1,008 | 1 | 0 | 1 | | | | 9 | 1,050 | 11 | 209 |
| *178 | a694,556 | 3,902 | 1 | 1 | 2 | 5 | 107 | 112 | 19 | 5,040 | 11 | 210 |
| 167 | 158,650 | 950 | *4 | 0 | 4 | (32) | | 32 | 8 | 1,400 | 12 | 211 |
| *193 | a1,874,995 | 9,715 | *1 | *12 | *13 | 10 | 277 | 287 | 57 | *10,855 | 12 | 212 |
| 200 | 180,600 | 903 | 1 | 1 | 2 | 2 | 23 | 25 | 8 | 1,100 | 12 | 213 |
| 194 | 151,331 | 780 | 1 | 2 | 3 | 1 | 21 | 22 | 7 | 1,100 | 11 | 214 |
| | | | | | | | | | | | | |
| 201 | 295,269 | 1,469 | 3 | 0 | 3 | 3 | 28 | 31 | 7 | ----- | 12 | 215 |
| | | | | | | | | | | | | |
| 170 | 242,760 | 1,428 | 8 | 1 | 9 | 2 | 39 | 41 | 13 | 760 | 13 | 216 |
| 173 | 198,085 | 1,145 | 1 | 0 | 1 | 2 | 40 | 42 | 17 | 1,588 | 13 | 217 |
| 176 | 473,264 | 2,689 | 2 | 0 | 2 | 8 | 74 | 82 | 22 | 4,000 | 13 | 218 |
| 175 | 288,575 | 1,649 | *2 | *1 | *3 | 4 | 52 | 56 | 17 | ----- | 13 | 219 |
| 171 | 167,667 | 977 | 3 | 3 | 6 | 2 | 31 | 33 | 9 | 1,431 | 12 | 220 |
| | | | | | | | | | | | | |
| 190 | 261,250 | 1,375 | 2 | 0 | 2 | 0 | 35 | 35 | 4 | 1,840 | 12 | 221 |
| 205 | 399,750 | 1,752 | 6 | 1 | 7 | 6 | 53 | 59 | 6 | 2,395 | ----- | 222 |
| 185 | 232,730 | 1,258 | ----- | ----- | ----- | 3 | 28 | 31 | 5 | 1,645 | ----- | 223 |
| 190 | 1,045,000 | 5,500 | 0 | 0 | 0 | 7 | 180 | 187 | 17 | 8,863 | 13 | 224 |
| 193 | 657,077 | 3,389 | 5 | 3 | 8 | 0 | 76 | 76 | 8 | 3,630 | 15 | 225 |
| 210 | 80,000 | 412 | *0 | *0 | *0 | 3 | 8 | 11 | 1 | 450 | ----- | 226 |
| 201 | 947,514 | 4,714 | *2 | *1 | *3 | (*120) | | | 5 | ----- | 13 | 227 |
| *197 | a2,984,944 | 15,152 | 16 | 16 | 32 | 3 | 377 | 380 | 24 | 16,626 | 13 | 228 |
| 215 | 267,245 | 1,243 | 0 | 0 | 0 | 5 | 36 | 41 | 11 | 1,797 | 12 | 229 |
| 194 | 151,441 | 781 | 1 | 0 | 1 | 1 | 20 | 21 | 2 | 900 | 12 | 230 |
| 200 | 381,800 | 1,909 | 1 | 0 | 1 | 2 | 49 | 51 | 6 | *2,184 | 12 | 231 |
| 196 | 3,454,888 | 17,678 | 26 | 6 | 32 | 9 | 408 | 417 | 40 | 22,860 | 14 | 232 |
| 202 | 302,394 | 1,497 | 1 | 3 | 4 | 3 | 43 | 46 | 6 | 1,916 | 13 | 233 |
| 200 | *283,000 | *1,415 | 1 | 0 | 1 | 1 | 39 | 40 | 6 | 1,901 | 7 | 234 |
| 200 | 1,809,200 | 9,046 | 16 | 2 | 18 | 4 | 196 | 200 | 15 | 9,198 | 13 | 235 |
| 200 | 128,000 | 640 | ----- | ----- | ----- | 2 | 13 | 15 | 2 | 900 | ----- | 236 |
| 195 | 231,855 | 1,189 | 1 | 0 | 1 | 2 | 29 | 31 | 6 | 1,534 | 13 | 237 |
| 199 | 251,676 | 1,264.7 | 1 | 2 | 3 | 2 | 3 | 40 | 5 | 1,778 | 13 | 238 |
| 199 | 953,807 | 4,793 | 6 | 0 | 6 | 6 | 143 | 149 | 26 | 6,290 | 12 | 239 |
| 220 | 303,600 | 1,380 | ----- | ----- | ----- | 3 | 23 | 31 | ----- | 1,400 | ----- | 240 |

TABLE 4.—Population, private schools, and public school enrollment, attendance, super

| | City. | Total population (census of 1890). | School-census age. | Number of children of school-census age. | | | Estimated number of pupils in private and parochial schools. | Number of different pupils enrolled in public day schools. | | |
|-----------------|--------------------------------|------------------------------------|--------------------|--|----------|---------|--|--|---------|---------|
| | | | | Male. | Female. | Total. | | Male. | Female. | Total. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| NEW YORK. | | | | | | | | | | |
| 241 | Albany..... | 94,923 | 5-21 | (a36,000) | | a36,000 | a5,000 | 7,188 | 7,224 | 14,412 |
| 242 | Amsterdam, district No. 8. | 17,336 | 5-21 | (2,300) | | a2,300 | 600 | 395 | 345 | 740 |
| 243 | Amsterdam, district No. 11.* | | 5-21 | (2,305) | | 2,305 | | (1,240) | | 1,240 |
| 244 | Auburn..... | 25,858 | 5-21 | a3,440 | a3,560 | a7,000 | 1,000 | 1,777 | 1,775 | 3,552 |
| 245 | Binghamton..... | 35,005 | 5-21 | 4,550 | 4,826 | a9,376 | 520 | 2,787 | 2,917 | 5,704 |
| 246 | Brooklyn..... | 806,343 | 5-21 | a120,000 | a130,000 | 250,000 | | a57,644 | a58,500 | 116,144 |
| 247 | Buffalo..... | 255,664 | 5-21 | (83,000) | | a83,000 | 14,481 | 16,835 | 18,741 | 35,576 |
| 248 | Cohoes..... | 22,509 | 5-21 | (9,558) | | 9,558 | 1,500 | (2,472) | | 2,472 |
| 249 | Cortland..... | 8,590 | 5-21 | (1,982) | | 1,982 | 150 | (1,022) | | 1,022 |
| 250 | Dunkirk..... | 9,416 | 5-21 | (3,418) | | 3,418 | 640 | (1,385) | | 1,385 |
| 251 | Edgewater*..... | 14,265 | 5-21 | 400 | 360 | 760 | 30 | | | |
| 252 | Elmira..... | 30,893 | 5-21 | 3,923 | 4,048 | 7,971 | 719 | 2,392 | 2,330 | 4,728 |
| 253 | Flushing..... | 8,436 | 5-21 | (3,333) | | 3,333 | 344 | 552 | 536 | 1,082 |
| 254 | Glens Falls..... | 9,509 | 5-21 | 962 | 980 | 1,942 | 125 | 584 | 668 | 1,252 |
| 255 | Gloversville..... | 13,864 | 5-21 | (3,000) | | 4,000 | 45 | (2,832) | | 2,832 |
| 256 | Hornellsville..... | 10,966 | 5-21 | (3,266) | | 3,266 | 280 | 1,113 | 1,117 | 2,230 |
| 257 | Hudson..... | 9,970 | 5-21 | 1,618 | 1,649 | 3,267 | 430 | 658 | 697 | 1,355 |
| 258 | Ithaca..... | 11,079 | 5-21 | (2,763) | | 2,763 | 380 | 918 | 1,029 | 1,947 |
| 259 | Jamestown..... | 16,038 | 5-21 | (4,679) | | 4,679 | 300 | 1,393 | 1,448 | 2,841 |
| 260 | Kingston school district. | a11,500 | 5-21 | 1,257 | 1,751 | 3,008 | 268 | 878 | 991 | 1,869 |
| 261 | Lansingburg..... | 10,550 | 5-21 | (3,390) | | 3,390 | 450 | 880 | 884 | 1,764 |
| 262 | Little Falls..... | 8,783 | 5-21 | (2,757) | | 2,757 | 320 | 506 | 614 | 1,120 |
| 263 | Lockport..... | 16,038 | 5-21 | (4,800) | | a4,800 | 800 | (2,741) | | 2,741 |
| 264 | Long Island City..... | 30,506 | 4-14 | (8,904) | | 8,904 | 75 | 3,028 | 3,622 | 7,250 |
| 265 | Middletown..... | 11,977 | 5-21 | (3,468) | | 3,468 | 325 | 932 | 1,035 | 1,967 |
| 266 | Mount Vernon..... | 10,830 | 5-21 | (3,748) | | 3,748 | 200 | (2,219) | | 2,219 |
| 267 | New Rochelle..... | 8,217 | 5-21 | 1,074 | 1,000 | 2,074 | 75 | 823 | 651 | 1,474 |
| 268 | New York..... | 1,515,301 | 5-21 | 245,500 | 240,500 | 486,000 | 65,000 | 108,574 | 104,379 | 212,953 |
| 269 | Newburg..... | 23,087 | 5-21 | (7,066) | | 7,066 | 1,382 | 1,720 | 1,811 | 3,531 |
| 270 | Ogdensburg..... | 11,662 | 5-21 | (4,212) | | 4,212 | 800 | (1,834) | | 1,834 |
| 271 | Oswego..... | 21,842 | 5-21 | 3,934 | 3,866 | 7,800 | 1,293 | 1,600 | 1,794 | 3,394 |
| 272 | Peekskill: Drum Hill district. | | 5-21 | 978 | 1,024 | 2,002 | 1,254 | 363 | 285 | 648 |
| 373 | Oakside district. | 9,676 | 5-21 | a500 | a567 | a1,067 | 50 | 347 | 377 | 724 |
| 274 | Port Jervis..... | 9,327 | 5-21 | 1,321 | 1,355 | 2,676 | 49 | 984 | 982 | 1,966 |
| 275 | Poughkeepsie..... | 22,206 | 5-21 | (6,000) | | 6,000 | 800 | 1,473 | 1,590 | 3,063 |
| 276 | Rochester..... | 123,896 | 5-21 | (44,000) | | a44,000 | 8,288 | 8,163 | 8,320 | 16,483 |
| 277 | Rome..... | 14,991 | 5-21 | (3,000) | | 3,000 | 300 | (2,138) | | 2,138 |
| 278 | Saratoga Springs..... | 11,975 | 5-21 | (2,800) | | 2,800 | 50 | 1,149 | 1,171 | 2,320 |
| 279 | Schenectady..... | 19,902 | 5-21 | (5,800) | | 5,800 | 1,500 | (2,539) | | 2,539 |
| 280 | Sing Sing..... | 9,352 | 5-21 | (1,747) | | 1,747 | 183 | 505 | 604 | 1,109 |
| 281 | Syracuse..... | 88,143 | 5-21 | (25,400) | | 25,400 | 3,100 | 6,785 | 7,108 | 13,893 |
| 282 | Troy..... | 60,956 | 5-21 | a(22,000) | | a22,000 | 2,000 | 3,911 | 3,384 | 7,295 |
| 283 | Utica..... | 44,007 | 5-21 | (14,987) | | 14,987 | 34 | 3,407 | 3,546 | 6,953 |
| 284 | Watertown..... | 14,725 | 5-21 | (3,858) | | 3,858 | 250 | 1,196 | 1,245 | 2,441 |
| 285 | West Troy..... | 12,967 | 5-21 | (4,417) | | 4,417 | | | | |
| 286 | Yonkers..... | 32,033 | 5-21 | (9,900) | | 9,900 | 1,900 | 1,822 | 1,674 | 3,496 |
| NORTH CAROLINA. | | | | | | | | | | |
| 287 | Asheville..... | 10,235 | 6-21 | 1,608 | 1,656 | 3,264 | 200 | 648 | 702 | 1,350 |
| 288 | Charlotte*..... | 11,557 | 6-21 | (2,878) | | 2,878 | 200 | 700 | 800 | 1,500 |
| 289 | Winston*..... | 8,018 | 6-21 | 1,000 | 1,200 | 2,200 | | | | |
| OHIO. | | | | | | | | | | |
| 290 | Akron..... | 27,601 | 6-21 | 4,211 | 4,231 | 8,442 | 1,200 | 2,608 | 2,672 | 5,280 |
| 291 | Ashtabula*..... | 8,338 | 6-21 | (1,340) | | 1,340 | 150 | 540 | 474 | 1,014 |
| 292 | Bellaire..... | 9,934 | 6-21 | 1,677 | 1,557 | 3,234 | 400 | 967 | 1,000 | 1,967 |
| 293 | Canton..... | 26,189 | 6-21 | 4,229 | 4,308 | 8,537 | 1,000 | 2,348 | 2,445 | 4,793 |

* Statistics of 1889-90.

a Estimated.

vising officers, teachers, and accommodations in cities of over 8,000 inhabitants—Cont'd.

| Number of days the public schools were actually in session. | Aggregate number of days attendance in all public day schools. | Average daily attendance in public day schools. | Number of super- vising officers. | | | Number of regular teachers. | | | Number of buildings used for school purposes. | Total number of seats or sittings for study in all public schools. | Number of years required to complete the entire course of study. |
|---|--|---|--------------------------------------|---------|--------|--------------------------------|---------|--------|--|--|--|
| | | | Male. | Female. | Total. | Male. | Female. | Total. | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 191 | 1,965,227 | 10,277 | 14 | 7 | 21 | 23 | 263 | 286 | 23 | 13,072 | 14 |
| 196 | 86,172 | 439.6 | 1 | 5 | 1 | 0 | 12 | 12 | 1 | 600 | 9 |
| 200 | 156,536 | 783 | 1 | 0 | 1 | (19) | | 19 | | | 243 |
| 189 | 507,924 | 2,687 | 2 | 6 | 8 | 6 | 97 | 103 | 15 | 4,050 | 12 |
| 197 | 819,850 | 4,162 | 1 | 2 | 3 | 8 | 120 | 128 | 14 | 5,560 | 12 |
| 203 | 15,704,862 | 75,504 | 59 | 122 | 181 | 37 | 1,832 | 1,869 | 100 | 91,441 | 11 |
| 196 | 4,618,772 | 23,476 | 34 | 3 | 37 | 25 | 747 | 772 | 63 | 18,000 | 13-14 |
| 198 | 312,851 | 1,595 | 1 | 0 | 1 | 1 | 66 | 67 | 11 | | 12 |
| 191 | 134,945 | 707 | 1 | 0 | 1 | 0 | 17 | 17 | 6 | 820 | 9 |
| 194 | 195,848 | 1,009.5 | 1 | 0 | 1 | 1 | 41 | 42 | 9 | 1,250 | 13 |
| | | | 1 | 0 | 1 | 1 | 7 | 8 | 1 | 400 | 11 |
| 194 | 737,197 | 3,800 | 6 | 2 | 8 | 6 | 105 | 111 | 10 | 4,390 | 12 |
| 192 | 144,734 | 754 | 1 | 0 | 1 | 1 | 21 | 22 | 2 | 600 | 11 |
| 195 | 134,918 | 691.8 | 1 | 3 | 4 | 0 | 25 | 25 | 6 | 1,242 | 12 |
| 200 | 344,855 | 1,751 | 1 | 1 | 2 | 1 | 38 | 39 | 6 | *2,118 | 11 |
| 197 | 281,712 | 1,344 | 1 | 0 | 1 | 1 | 40 | 41 | 4 | 1,650 | 12 |
| 203 | 191,466 | 945 | 1 | 0 | 1 | 1 | 26 | 27 | 3 | 1,390 | 11 |
| 194 | 286,551 | 1,476 | 1 | 0 | 1 | 3 | 34 | 37 | 6 | 1,922 | 12 |
| 193 | 394,590 | 2,044 | 1 | 0 | 1 | 4 | 74 | 78 | 10 | 2,718 | 13 |
| 195 | 261,432 | 1,306.4 | 1 | 2 | 3 | | | | 5 | 1,994 | 13 |
| 196 | 250,226 | 1,276 | 1 | 0 | 1 | (44) | | 44 | 5 | 1,560 | 10 |
| 196 | 150,964 | 770 | 1 | 0 | 1 | 3 | 21 | 24 | 4 | 1,470 | 11-12 |
| 198 | 397,980 | 2,010 | 1 | 0 | 1 | 4 | 51 | 55 | 9 | 3,000 | 13 |
| 191 | 856,299 | 4,496 | 4 | 2 | 6 | 2 | 112 | 114 | 17 | 6,000 | 11 |
| 197 | 268,481 | 1,337.4 | 1 | 0 | 1 | 1 | 34 | 35 | 6 | 1,672 | 11-12 |
| 200 | 322,645 | 1,644 | 3 | 2 | 5 | 3 | 45 | 48 | 5 | 3,700 | 8 |
| 196 | 191,137 | 975 | 1 | 0 | 1 | *1 | *21 | *22 | 2 | 1,210 | 9 |
| 202.5 | 20,933,379 | 147,402 | 60 | 172 | 232 | 318 | 3,790 | 4,108 | 140 | 192,311 | 74 |
| 200 | 490,745 | 2,453.7 | 4 | 2 | 6 | 7 | 69 | 67 | 6 | 2,500 | 11 |
| 200 | 222,441 | 1,152.5 | 2 | 1 | 3 | 4 | 34 | 38 | 10 | *2,066 | 13 |
| 197 | 477,291 | 2,423 | 1 | 0 | 1 | 3 | 70 | 73 | 14 | 3,600 | 13 |
| 190 | 78,726 | 409 | 1 | 2 | 3 | 0 | 9 | 9 | 1 | 520 | 11 |
| 194 | 96,878 | 499 | 0 | 1 | 1 | 1 | 11 | 12 | 1 | 602 | 11 |
| 197 | 277,267 | 1,407.3 | 1 | 0 | 1 | 1 | 39 | 40 | 5 | 1,890 | 12 |
| 195 | 431,064 | 2,211 | 3 | 2 | 5 | 1 | 70 | 71 | 11 | 2,622 | 12 |
| 200 | 2,485,600 | 12,428 | 1 | 2 | 3 | 15 | 496 | 511 | 35 | 17,500 | 12 |
| 190 | 244,114 | 1,285 | 2 | 1 | 3 | 4 | 37 | 41 | 8 | 1,745 | 12 |
| 191 | 301,571 | 1,554.4 | 2 | 1 | 3 | 4 | 42 | 46 | 7 | 1,800 | 13 |
| 192 | 349,847 | 1,822 | 1 | 0 | 1 | 2 | 47 | 49 | 6 | 2,200 | 10 |
| 191 | 158,561 | 830.1 | 1 | 2 | 3 | 0 | 24 | 24 | 2 | 1,000 | 10 |
| 196 | 2,147,180 | 10,955 | 12 | 2 | 14 | 16 | 276 | 292 | 28 | 13,620 | 11 |
| 193 | 1,009,140 | 5,141 | 2 | 1 | 3 | *18 | *145 | *163 | 19 | a7,000 | 12 |
| 196 | 875,054 | 4,794 | 1 | 0 | 1 | 7 | 188 | 195 | 18 | 6,057 | 12 |
| 200 | 339,102 | 1,631.6 | *3 | *9 | *12 | 5 | 60 | 65 | 9 | *3,000 | 12 |
| 200 | 224,732 | 1,147 | | | | 2 | 27 | 29 | 6 | | 12 |
| 192 | 476,940 | 2,484.3 | | | | *4 | *68 | *72 | *8 | | 12 |
| 180 | 124,051 | 682 | 1 | 0 | 1 | 4 | 18 | 22 | 3 | 1,000 | 10 |
| 180 | | | 2 | 0 | 2 | 6 | 20 | 26 | 2 | 1,200 | 9 |
| | | | 2 | 2 | 5 | 7 | 15 | 22 | 2 | | 9 |
| 195 | 839,280 | 4,304 | 1 | 1 | 2 | 6 | 99 | 105 | 12 | 5,430 | 11 |
| 186 | 130,864.5 | 706 | 2 | 0 | 2 | 3 | 15 | 18 | 4 | 1,050 | 12 |
| 177 | 235,410 | 1,330 | 1 | 1 | 2 | 3 | 33 | 36 | 6 | | 12 |
| 195 | 719,355 | 3,689 | 3 | 1 | 4 | 10 | 76 | 86 | 15 | 4,800 | 12 |

TABLE 4.—*Population, private schools, and public school enrollment, attendance, super*

| | City. | Total population (census of 1890). | School census age. | Number of children of school-census age. | | | Estimated number of pupils in private and parochial schools. | Number of different pupils enrolled in public day schools. | | |
|-----------------|-----------------------|------------------------------------|--------------------|--|---------|---------|--|--|---------|---------|
| | | | | Male. | Female. | Total. | | Male. | Female. | Total. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| OHIO—continued. | | | | | | | | | | |
| 294 | Chillicothe | 11,288 | 6-21 | 1,676 | 1,573 | 3,249 | 350 | 1,057 | 1,006 | 2,063 |
| 295 | Cincinnati | 296,908 | 6-21 | 42,983 | 41,842 | 84,830 | *16,221 | 18,926 | 17,955 | 36,881 |
| 296 | Cleveland | 261,353 | 6-21 | 40,465 | 40,280 | 80,745 | ..... | 17,901 | 17,854 | 35,755 |
| 297 | Columbus | 88,150 | 6-21 | 13,084 | 12,917 | 26,001 | 3,454 | 6,536 | 6,796 | 13,332 |
| 298 | Dayton | 61,220 | 6-21 | 8,721 | 8,774 | 17,495 | 2,221 | (9,006) | ..... | 9,006 |
| 299 | Delaware | 8,224 | 6-21 | 1,150 | 1,126 | 2,276 | 268 | 757 | 810 | 1,567 |
| 300 | East Liverpool* | 10,956 | 6-21 | 1,850 | 1,805 | 3,655 | ..... | 1,196 | 1,135 | 2,331 |
| 301 | Findlay* | 18,553 | 6-21 | 2,000 | 2,014 | 4,014 | 160 | 1,592 | 1,635 | 3,227 |
| 302 | Hamilton | 17,565 | 6-21 | 2,883 | 2,698 | 5,581 | 960 | 1,251 | 1,323 | 2,574 |
| 303 | Ironton | 10,939 | 6-21 | 1,673 | 1,747 | 3,420 | 450 | 1,179 | 994 | 2,173 |
| 304 | Lima | 15,881 | 6-21 | 2,053 | 2,051 | 4,104 | 500 | 1,481 | 1,525 | 3,006 |
| 305 | Mansfield | 13,473 | ..... | ..... | ..... | ..... | 300 | 1,272 | 1,298 | 2,570 |
| 306 | Marietta | 8,273 | 6-21 | 1,226 | 1,275 | 2,501 | 40 | 853 | 877 | 1,730 |
| 307 | Marion* | 8,327 | 6-21 | (2,323) | ..... | 2,323 | ..... | (1,354) | ..... | 1,354 |
| 308 | Massillon* | 10,092 | 6-21 | (3,507) | ..... | 3,507 | ..... | (1,847) | ..... | 1,847 |
| 309 | Newark | 14,270 | 6-21 | 2,114 | 2,218 | 4,332 | *300 | 1,368 | 1,360 | 2,728 |
| 310 | Piqua | 9,090 | 6-21 | 1,561 | 1,522 | 3,083 | 402 | 772 | 729 | 1,501 |
| 311 | Portsmouth* | 12,394 | 6-21 | 1,887 | 2,240 | 4,127 | 400 | 1,065 | 1,143 | 2,208 |
| 312 | Sandusky | 18,471 | 6-16 | 2,884 | 3,106 | 5,990 | 900 | 1,503 | 1,499 | 3,002 |
| 313 | Springfield | 31,895 | 6-21 | 4,887 | 4,602 | 9,489 | 1,500 | 2,669 | 2,587 | 5,256 |
| 314 | Steuensburg | 13,394 | 6-21 | 2,248 | 2,124 | 4,372 | 700 | 1,140 | 1,155 | 2,295 |
| 315 | Tiffin | 10,801 | 6-21 | 1,609 | 1,580 | 3,189 | 1,000 | 697 | 807 | 1,504 |
| 316 | Toledo | 81,434 | 6-21 | 13,356 | 14,790 | 28,146 | 4,350 | 6,363 | 6,417 | 12,780 |
| 317 | Youngstown | 33,220 | 6-21 | 5,374 | 5,449 | 10,823 | 1,400 | 2,255 | 2,288 | 4,543 |
| 318 | Zanesville* | 21,009 | 6-21 | (6,481) | ..... | 6,481 | ..... | 1,795 | 1,709 | 3,504 |
| OREGON. | | | | | | | | | | |
| 319 | East Portland | 10,532 | 4-20 | 1,602 | 1,624 | 3,226 | 106 | 1,015 | 1,240 | 2,255 |
| 320 | Portland | 46,385 | 4-20 | 4,502 | 4,561 | 9,063 | ..... | 2,542 | 2,767 | 5,309 |
| PENNSYLVANIA. | | | | | | | | | | |
| 321 | Allegheny | 105,287 | 6-21 | *11,169 | *10,473 | *21,642 | *8,675 | 7,807 | 8,015 | 15,822 |
| 322 | Allentown | 25,228 | ..... | ..... | ..... | ..... | 250 | 2,215 | 2,333 | 4,598 |
| 323 | Altoona | 30,337 | 6-21 | ..... | ..... | ..... | 1,200 | 2,658 | 2,725 | 5,381 |
| 324 | Beaver Falls | 9,735 | ..... | ..... | ..... | ..... | 150 | 847 | 1,020 | 1,867 |
| 325 | Bradford | 8,561 | ..... | ..... | ..... | ..... | *600 | 463 | 564 | 1,027 |
| 326 | Bradford | 10,514 | 6-21 | ..... | ..... | ..... | *250 | 889 | 996 | 1,885 |
| 327 | Butler | 8,734 | 6-21 | ..... | ..... | ..... | 400 | 883 | 912 | 1,795 |
| 328 | Carbondale | 10,893 | 6-21 | ..... | ..... | ..... | 250 | *824 | *916 | *1,740 |
| 329 | Chester | 20,226 | ..... | ..... | ..... | ..... | 350 | 1,577 | 1,752 | 3,329 |
| 330 | Columbia | 10,599 | 6-21 | ..... | ..... | ..... | ..... | 930 | 972 | 1,902 |
| 331 | Dunmore | 8,315 | 6-21 | ..... | ..... | ..... | *0 | 620 | 860 | 1,480 |
| 332 | Easton | 14,481 | 6-21 | ..... | ..... | ..... | 150 | 1,229 | 1,298 | 2,527 |
| 333 | Erie | 40,634 | 6-21 | 6,400 | 6,200 | 12,600 | 2,526 | 2,940 | 2,826 | 5,766 |
| 334 | Harrisburg | 39,385 | ..... | ..... | ..... | ..... | 700 | 3,395 | 3,639 | 7,034 |
| 335 | Hazleton | 11,872 | 6-21 | ..... | ..... | ..... | 300 | 951 | 951 | 1,902 |
| 336 | Johnstown | 21,805 | ..... | ..... | ..... | ..... | ..... | 1,717 | 1,828 | 3,545 |
| 337 | Lancaster | 32,011 | 6-21 | ..... | ..... | ..... | 300 | (4,973) | ..... | 4,973 |
| 338 | Lebanon | 14,664 | ..... | ..... | ..... | ..... | 400 | *1,086 | *1,126 | *2,212 |
| 339 | McKeesport | 20,741 | ..... | ..... | ..... | ..... | 800 | 1,519 | 1,588 | 3,107 |
| 340 | Mahanoy City | 11,286 | 6-21 | ..... | ..... | ..... | 125 | 1,172 | 1,067 | 2,239 |
| 341 | Meadville | 9,520 | 6-21 | ..... | ..... | ..... | 400 | 889 | 1,027 | 1,916 |
| 342 | Mount Carmel | 8,254 | ..... | ..... | ..... | ..... | ..... | 747 | 774 | 1,521 |
| 343 | Nanticoke | 10,044 | ..... | ..... | ..... | ..... | 450 | 697 | 764 | 1,461 |
| 344 | New Castle | 11,600 | ..... | ..... | ..... | ..... | 450 | 1,150 | 1,176 | 2,326 |
| 345 | Norristown | 19,791 | 6-21 | ..... | ..... | ..... | 350 | 1,326 | 1,333 | 2,659 |
| 346 | Oil City | 10,932 | ..... | ..... | ..... | ..... | 500 | 985 | 1,165 | 2,150 |
| 347 | Philadelphia | 1,046,964 | ..... | ..... | ..... | ..... | 45,000 | (171,467) | ..... | 171,467 |
| 348 | Phoenixville | 8,514 | ..... | ..... | ..... | ..... | 300 | 693 | 727 | 1,420 |
| 349 | Pittsburg | 238,617 | 6-21 | ..... | ..... | ..... | ..... | 16,038 | 16,540 | 32,578 |
| 350 | Pittston | 10,302 | ..... | ..... | ..... | ..... | *600 | 482 | 641 | 1,123 |
| 351 | Plymouth | 9,344 | 6-21 | ..... | ..... | ..... | 565 | 601 | 760 | 1,361 |

* Statistics of 1889-90.

α Estimated.

vising officers, teachers, and accommodations in cities of over 8,000 inhabitants—Cont'd.

| Number of days the public schools were actually in session. | Aggregate number of days attendance in all public day schools. | Average daily attendance in public day schools. | Number of super- vising officers. | | | Number of regular teachers. | | | Number of buildings used for school purposes. | Total number of seats or sittings for study in all public schools. | Number of years required to complete the entire course of study. |
|---|--|---|--------------------------------------|---------|--------|--------------------------------|---------|--------|---|--|--|
| | | | Male. | Female. | Total. | Male. | Female. | Total. | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 186 | 299,088 | 1,608 | 1 | 9 | 1 | 5 | 45 | 50 | 5 | 2,100 | 12 |
| 190 | 5,434,820 | 29,073 | 37 | 1 | 38 | 93 | 637 | 730 | 44 | 39,600 | 12 |
| 187 | 5,322,394 | 28,462 | 7 | 2 | 9 | 40 | 725 | 765 | 57 | 40,268 | 12 |
| 188 | 1,955,764 | 10,403 | 6 | 11 | 17 | 13 | 249 | 262 | 25 | 13,310 | 12 |
| 185 | 1,450,466.8 | 7,068.5 | 4 | 0 | 4 | (206) | | 206 | 20 | | 12 |
| 185 | 186,438 | 1,125 | 1 | 0 | 1 | 0 | 33 | 33 | 7 | 1,300 | 11 |
| 179 | 265,815 | 1,485 | 1 | 0 | 1 | 1 | 34 | 35 | 5 | 2,123 | 12 |
| 180 | 413,100 | 2,295 | 2 | 1 | 3 | 5 | 54 | 59 | 14 | 3,000 | 12 |
| 195 | 396,825 | 2,035 | 2 | 0 | 2 | 9 | 39 | 48 | 6 | 2,700 | 12 |
| 190 | 344,850 | 1,815 | 1 | 1 | 2 | 2 | 43 | 45 | 6 | 2,400 | 12 |
| 180 | 401,940 | 2,233 | 2 | 6 | 8 | 3 | 61 | 64 | 9 | 3,100 | 12 |
| 176 | 365,904 | 2,079 | 1 | 0 | 1 | 3 | 48 | 51 | 9 | 2,860 | 12 |
| 185 | | | 1 | 0 | 1 | 4 | 29 | 33 | 10 | | 12 |
| 180 | a170,280 | 946 | 2 | 0 | 2 | 0 | 26 | 26 | | | 307 |
| 200 | a276,800 | 1,384 | 2 | 0 | 2 | (32) | | 32 | | | 308 |
| 184 | 373,685.5 | 2,030.8 | 3 | 0 | 3 | 5 | 52 | 57 | 11 | 2,830 | 12 |
| 175 | 212,975 | 1,217 | 1 | 0 | 1 | 2 | 33 | 35 | 6 | | 12 |
| 186 | 310,444 | 1,669 | 1 | 0 | 1 | 4 | 42 | 46 | 7 | | 12 |
| 190 | 494,190 | 2,601 | 2 | 10 | 12 | 4 | 67 | 71 | 10 | 3,500 | 12 |
| 188 | 819,116 | 4,357 | *1 | *0 | *1 | *8 | *95 | *113 | *16 | | 12 |
| 190 | 325,836 | 1,715 | 1 | 0 | 1 | 5 | 47 | 52 | 6 | 2,316 | 12 |
| 186 | 210,924 | 1,134 | 3 | 2 | 5 | 4 | 28 | 32 | 5 | 1,800 | 12 |
| 198 | 1,786,158 | 9,021 | 2 | 1 | 3 | *14 | *199 | *213 | 31 | 11,200 | 11 |
| 185 | 653,235 | 3,531 | 3 | 2 | 5 | 8 | 73 | 81 | 15 | | 9 |
| 190 | 558,030 | 2,937 | 2 | 1 | 3 | 3 | 64 | 67 | 15 | | 318 |
| 178 | 279,444 | 1,598 | 1 | 0 | 1 | 5 | 36 | 41 | 7 | 2,000 | 11 |
| 191 | 704,179 | 3,686.8 | 4 | 5 | 9 | 7 | 88 | 94 | 8 | 4,200 | 12 |
| b190 | a2,102,730 | 11,067 | *21 | *3 | *24 | 24 | 267 | 291 | *24 | | 11 |
| 194 | 585,686 | 3,019 | 1 | 0 | 1 | *14 | *60 | *74 | 11 | 4,309 | 11 |
| 180 | 649,800 | 3,610 | 1 | 1 | 2 | 12 | 99 | 111 | 10 | 5,650 | 12 |
| b150 | a218,550 | 1,457 | 1 | 0 | 1 | 1 | 39 | 40 | 4 | 1,500 | |
| b170 | a122,400 | 720 | *1 | *0 | *1 | 5 | 22 | 27 | *3 | 950 | *8 |
| 180 | 324,607 | 1,680.5 | 1 | 0 | 1 | 0 | 40 | 40 | 6 | 2,000 | 12 |
| 160 | 208,330 | 1,294 | 1 | 3 | 4 | 2 | 29 | 31 | 4 | 1,596 | 13 |
| 195 | 272,415 | 1,397 | 1 | 0 | 1 | 5 | 23 | 33 | 9 | 1,800 | 12 |
| 200 | 444,620 | 2,223 | 1 | 0 | 1 | *2 | *63 | *65 | 13 | 3,347 | 13 |
| 170 | 248,880 | 1,464 | 1 | 0 | 1 | 2 | 30 | 32 | 5 | 1,784 | 12-14 |
| 180 | 174,060 | 967 | 1 | 0 | 1 | 1 | 24 | 25 | 9 | 1,100 | 12 |
| 198 | 385,444.2 | 1,947 | 0 | 0 | 0 | 11 | 49 | 60 | 12 | 2,968 | 11 |
| 194 | 836,361 | 4,311 | 1 | 0 | 1 | 13 | 152 | 165 | 20 | 5,465 | 11 |
| 195 | 825,452 | 4,735 | 1 | 0 | 1 | 17 | 109 | 126 | 19 | 7,230 | 13 |
| 180 | 250,920 | 1,394 | 1 | 1 | 2 | 6 | 29 | 35 | 7 | 2,080 | 12 |
| b170 | a419,560 | 2,468 | 1 | 0 | 1 | 7 | 48 | 55 | 15 | 3,420 | 11 |
| 200 | 668,000 | 3,340 | 2 | 0 | 2 | *5 | *73 | *78 | 20 | *4,000 | 12 |
| 198 | a380,952 | *1,924 | *1 | *0 | *1 | *7 | *32 | *39 | *8 | *2,100 | |
| b170 | a360,740 | 2,122 | 1 | 0 | 1 | 5 | 58 | 63 | 6 | *3,120 | 11 |
| b170 | a218,450 | 1,285 | 1 | 0 | 1 | 3 | 27 | 30 | 4 | 1,995 | 12 |
| 180 | 282,780 | 1,571 | 1 | 3 | 4 | 1 | 47 | 48 | 5 | 2,309 | 12 |
| b170 | a159,930 | 929 | | | | 7 | 16 | 23 | | | 342 |
| b170 | a184,280 | 1,084 | *1 | *0 | *1 | 6 | 24 | 30 | 5 | *1,190 | 12 |
| 175 | 315,185 | 1,801 | 1 | 0 | 1 | 5 | 43 | 48 | 6 | 2,309 | 13 |
| 200 | 368,600 | 1,843 | | | | 5 | 52 | 57 | 6 | 2,625 | 11 |
| 180 | 296,280 | 1,646 | | | 1 | 2 | 34 | 36 | 7 | 1,800 | 11 |
| 201 | 19,965,732 | 99,332 | 24 | 42 | 66 | 105 | 2,589 | 2,694 | 277 | 120,800 | c13 |
| 190 | 183,160 | 964 | 1 | 0 | 1 | 1 | 24 | 25 | 4 | 1,400 | 11 |
| 200 | 4,682,600 | 23,413 | 24 | 15 | 39 | 12 | 594 | 606 | 65 | 30,166 | 11 |
| b170 | a161,500 | 950 | *0 | *0 | *0 | 3 | 23 | 26 | *5 | *1,205 | 12 |
| 180 | 156,843 | 871 | 1 | 0 | 1 | 4 | 20 | 24 | 4 | 1,300 | 11 |

b Approximately.

c Including one year in the kindergarten.

TABLE 4.—Population, private schools, and public school enrollment, attendance, super

| City. | Total population (census of 1890). | School-census age. | Number of children of school-census age. | | | Estimated number of pupils in private and parochial schools. | Number of different pupils enrolled in public day schools. | | |
|---------------------------|------------------------------------|--------------------|--|---------|--------|--|--|---------|--------|
| | | | Male. | Female. | Total. | | Male. | Female. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| PENNSYLVANIA—continued. | | | | | | | | | |
| 352 Pottstown | 13,285 | | | | | 70 | 1,218 | 1,183 | 2,406 |
| 353 Pottsville | 14,117 | 6-21 | | | | 200 | 1,276 | 1,166 | 2,441 |
| 354 Reading | 58,661 | | | | | *1,600 | 4,275 | 4,231 | 8,446 |
| 355 Scranton | 75,215 | 6-21 | | | | 2,500 | 5,414 | 5,758 | 11,172 |
| 356 Shamokin | 14,403 | | | | | *603 | 1,369 | 1,495 | 2,864 |
| 357 Shenandoah | 15,944 | 6-21 | a1,950 | a1,950 | a3,900 | 120 | 1,255 | 1,421 | 2,676 |
| 358 South Bethlehem | 10,302 | | | | | *250 | 948 | 860 | 1,808 |
| 359 Steelton | 9,250 | | | | | 200 | 726 | 716 | 1,442 |
| 360 Titusville | 8,073 | 6-21 | | | | | 794 | 844 | 1,638 |
| 361 West Chester | 8,028 | 6-21 | 700 | 750 | 1,450 | 360 | 523 | 623 | 1,146 |
| 362 Wilkes Barre | 37,718 | | | | | *1,000 | 2,992 | 3,210 | 6,202 |
| 363 Williamsport | 27,132 | 6-21 | | | | 1,100 | 2,271 | 2,406 | 4,677 |
| 364 York | 20,793 | | | | | 300 | 1,648 | 1,561 | 3,209 |
| RHODE ISLAND. | | | | | | | | | |
| 365 Central Falls* | a8,700 | 7-15 | | | | | (2,931) | | 2,931 |
| 366 Newport | 19,457 | 5-15 | 1,834 | 1,866 | 3,700 | 663 | 1,262 | 1,292 | 2,554 |
| 367 Pawtucket | 27,633 | 5-15 | 2,785 | 2,587 | 5,372 | 1,071 | 2,288 | 2,169 | 4,457 |
| 368 Providence | 132,146 | 5-15 | 11,547 | 11,315 | 22,862 | 3,683 | 7,929 | 7,616 | 15,544 |
| 369 Woonsocket | 20,830 | 5-15 | 2,537 | 2,618 | 5,155 | 1,500 | 1,546 | 1,487 | 3,033 |
| SOUTH CAROLINA. | | | | | | | | | |
| 370 Charleston | 54,955 | 6-16 | 3,496 | 4,218 | 7,714 | 2,957 | 2,451 | 3,279 | 5,730 |
| 371 Columbia | 15,353 | 6-18 | (2,250) | | 2,250 | 500 | 833 | 1,087 | 1,920 |
| 372 Greenville | 8,607 | 6-18 | | | | 500 | 757 | 885 | 1,642 |
| SOUTH DAKOTA. | | | | | | | | | |
| 373 Sioux Falls | 10,177 | 6-20 | 890 | 882 | 1,772 | 140 | 755 | 745 | 1,500 |
| TENNESSEE. | | | | | | | | | |
| 374 Chattanooga | 29,100 | 6-21 | 3,474 | 3,639 | 7,113 | 1,500 | 2,256 | 2,446 | 4,702 |
| 375 Jackson | 10,039 | 6-21 | (3,802) | | 3,802 | 80 | (1,606) | | 1,606 |
| 376 Knoxville | 22,535 | 6-21 | 4,170 | 4,238 | 8,408 | 300 | 1,536 | 1,844 | 3,380 |
| 377 Memphis | 64,495 | 6-21 | 8,018 | 7,714 | 15,732 | | 2,719 | 3,501 | 6,220 |
| 378 Nashville | 76,168 | 6-21 | 12,727 | 14,011 | 26,738 | 1,200 | 4,975 | 5,526 | 10,501 |
| TEXAS. | | | | | | | | | |
| 379 Austin | 14,575 | 7-21 | 2,056 | 2,084 | 4,140 | 476 | 1,434 | 1,562 | 2,996 |
| 380 Dallas | 38,067 | 8-16 | 3,930 | 3,938 | 7,868 | 500 | 2,205 | 2,550 | 4,755 |
| 381 Denison* | 10,958 | 7-18 | 853 | 951 | 1,809 | | (1,739) | | 1,799 |
| 382 El Paso | 10,338 | 6-19 | 560 | 545 | 1,105 | 100 | 448 | 424 | 872 |
| 383 Fort Worth | 23,076 | 7-21 | 2,112 | 2,070 | 4,182 | 200 | 1,728 | 1,834 | 3,562 |
| 384 Galveston | 29,084 | 7-19 | 4,464 | 4,770 | 9,234 | 2,000 | 1,957 | 2,141 | 4,098 |
| 385 Houston | 27,557 | 8-16 | 3,155 | 3,104 | 6,259 | 500 | 1,712 | 1,924 | 3,636 |
| 386 Laredo | 11,319 | 8-16 | (2,360) | | 2,360 | | (826) | | 826 |
| 387 Paris | 8,254 | 8-16 | 1,166 | 1,139 | 2,305 | 115 | 880 | 1,011 | 1,891 |
| 388 San Antonio* | 37,673 | 6-18 | 5,110 | 5,465 | 10,575 | | (4,407) | | 4,407 |
| 389 Waco | 14,445 | 7-18 | (4,447) | | 4,447 | | 1,197 | 1,351 | 2,548 |
| UTAH. | | | | | | | | | |
| 390 Ogden City | 14,889 | 6-18 | 1,674 | 1,623 | 3,297 | 500 | 1,373 | 1,303 | 2,676 |
| 391 Salt Lake City | 14,843 | 6-18 | 4,421 | 4,397 | 8,818 | 2,086 | 3,203 | 3,165 | 6,368 |
| VERMONT. | | | | | | | | | |
| 392 Burlington | 14,590 | 5-18 | 1,772 | 1,572 | 3,344 | 1,470 | (1,740) | | 1,740 |
| 393 Rutland | 8,239 | 5-18 | 1,050 | 1,067 | 2,117 | 550 | 579 | 627 | 1,206 |

* Statistics of 1889-90.

a Approximately.

b Estimated.

c Average.

vising officers, teachers, and accommodations in cities of over 3,000 inhabitants—Cont'd.

| Number of days the public schools were actually in session. | Aggregate number of days' attendance in all public day schools. | Average daily attendance in public day schools. | Number of super- vising officers. | | | Number of regular teachers. | | | Number of buildings used for school purposes. | Total number of seats or sittings for study in all public schools. | Number of years required to complete the entire course of study. | |
|---|---|---|--------------------------------------|---------|--------|--------------------------------|---------|--------|--|--|--|-----|
| | | | Male. | Female. | Total. | Male. | Female. | Total. | | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 200 | 327,400 | 1,637 | 12 | 1 | 0 | 1 | *6 | *37 | *43 | 19 | 2,437 | 352 |
| 200 | 371,800 | 1,859 | 10-12 | 1 | 0 | 1 | 7 | 45 | 52 | 9 | 2,400 | 353 |
| a190 | b1,298,650 | 6,835 | 12 | | | | 7 | 184 | 191 | 30 | *8,700 | 354 |
| 193 | 1,700,000 | 8,500 | 12 | 1 | 0 | 1 | 20 | 188 | 208 | 34 | 12,000 | 355 |
| a150 | b316,950 | 2,113 | ----- | *1 | *0 | *1 | 9 | 36 | 45 | 6 | *2,450 | 356 |
| 180 | 334,080 | 1,856 | 11 | 1 | 0 | 1 | 9 | 36 | 45 | 7 | 2,805 | 357 |
| a190 | b300,960 | 1,584 | ----- | *1 | *0 | *1 | 11 | 29 | 40 | 9 | *2,350 | 358 |
| 180 | 218,340 | 1,213 | 12 | 1 | 0 | 1 | 16 | 13 | 29 | 6 | 1,639 | 359 |
| 187 | 235,620 | 1,260 | 11 | *1 | *0 | *1 | 3 | 33 | 36 | 5 | 1,465 | 360 |
| 200 | 143,400 | 717 | 12 | 1 | 0 | 1 | 4 | 23 | 27 | 3 | 1,160 | 361 |
| 189 | 831,222 | 4,393 | 11 | *3 | *1 | *4 | 20 | 92 | 112 | 14 | *6,480 | 362 |
| 180 | 620,853 | 3,440 | 12 | 1 | 0 | 1 | 15 | 77 | 92 | 15 | 3,900 | 363 |
| 180 | 414,360 | 2,302 | 12 | 8 | 5 | 13 | 19 | 45 | 64 | 13 | 2,900 | 364 |
| 193 | 241,636 | 1,252 | ----- | ----- | ----- | ----- | (27) | ----- | 27 | 6 | 1,620 | 365 |
| 197 | 363,981 | 1,873 | 13 | 1 | 3 | 4 | 5 | 61 | 66 | 11 | 2,480 | 366 |
| 200 | 626,000 | 2,725 | 9 | 2 | 1 | 3 | 7 | 86 | 93 | 23 | 4,885 | 367 |
| 186.5 | 2,491,584 | 13,359.7 | 13 | 5 | 17 | 22 | 25 | 396 | 421 | 67 | 17,661 | 368 |
| 191 | 282,390 | 1,563 | 13 | 1 | 0 | 1 | 4 | 48 | 52 | 15 | 2,123 | 369 |
| 196 | 1,093,484 | 5,579 | 6 | 1 | 7 | 2 | 98 | 100 | 6 | 5,900 | 10 | 370 |
| 174 | 224,628 | 1,292 | 1 | 0 | 1 | 4 | 24 | 28 | 4 | 1,192 | 10 | 371 |
| 180 | 189,000 | 1,050 | 1 | 0 | 1 | 6 | 18 | 24 | 6 | 1,650 | 8 | 372 |
| 176 | 163,216.8 | 926.8 | 2 | 0 | 2 | 2 | 31 | 33 | 7 | 1,380 | 12 | 373 |
| 178 | 501,910 | 3,044.5 | 1 | 1 | 2 | 10 | 68 | 78 | 7 | 3,750 | 11 | 374 |
| 180 | 245,700 | 1,365 | 1 | 0 | 1 | 3 | 18 | 21 | 3 | ----- | 8 | 375 |
| 188 | 448,395.5 | 2,598 | 6 | 0 | 6 | 20 | 41 | 61 | 9 | 2,700 | 11 | 376 |
| 175 | 746,018 | 4,263 | 1 | 11 | 12 | 7 | 80 | 87 | 11 | 4,221 | 11 | 377 |
| 185 | 1,549,523 | 8,338 | 22 | 13 | 35 | 16 | 137 | 153 | 18 | 7,558 | 11 | 378 |
| 170 | 340,119 | 2,000.7 | 1 | 1 | 2 | 12 | 55 | 67 | 18 | 2,890 | 11 | 379 |
| 180 | *522,580 | *3,016 | 8 | 1 | 9 | 15 | 67 | 82 | 14 | 4,000 | 11 | 380 |
| 177 | 189,567 | 1,071 | 3 | 4 | 7 | 2 | 23 | 25 | 6 | 1,528 | 11 | 381 |
| 180 | 94,565 | 533 | 1 | 0 | 1 | 2 | 14 | 16 | 4 | 700 | 11 | 382 |
| 187 | 305,891 | 1,636 | 2 | 1 | 3 | 10 | 50 | 60 | 13 | 2,600 | 11 | 383 |
| 170 | 529,890 | 3,117 | 4 | 1 | 5 | 15 | 72 | 87 | 11 | 4,023 | 11 | 384 |
| 173 | 353,785 | 2,045 | 1 | 0 | 1 | 20 | 45 | 65 | 13 | 2,986 | 11 | 385 |
| 180 | 72,000 | 400 | 1 | 0 | 1 | 3 | 9 | 12 | 9 | 600 | ----- | 386 |
| 178 | 205,560 | 1,142 | 1 | 0 | 1 | 4 | 30 | 34 | 3 | 1,564 | 11 | 387 |
| 200 | 594,200 | 2,971 | ----- | ----- | ----- | 14 | 62 | 76 | 12 | 3,494 | 11 | 388 |
| 176 | 274,736 | 1,556 | 0 | 1 | 1 | 6 | 51 | 57 | 11 | 2,408 | 11 | 389 |
| 196 | 472,046 | 2,408 | 1 | 1 | 2 | 6 | 23 | 29 | 12 | 1,900 | 11 | 390 |
| 180 | 632,700 | 3,515 | 2 | 1 | 3 | 29 | 72 | 101 | 33 | 4,976 | 12 | 391 |
| c172 | 211,314.5 | 1,214 | 1 | 0 | 1 | 5 | 50 | 55 | 10 | 1,428 | 13 | 392 |
| 190 | 184,490 | 971 | 1 | 0 | 1 | 2 | 31 | 33 | 6 | 1,365 | 13 | 393 |

TABLE 4.—Population, private schools, and public school enrollment, attendance, super

| City. | Total population (census of 1890). | School-census age. | Number of children of school-census age. | | | Estimated number of pupils in private and parochial schools. | Number of different pupils enrolled in public day schools. | | |
|--------------------------|------------------------------------|--------------------|--|---------|--------|--|--|---------|--------|
| | | | Male. | Female. | Total. | | Male. | Female. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| VIRGINIA. | | | | | | | | | |
| 394 Alexandria | 14,339 | 5-21 | | | | *600 | 994 | 826 | 2,819 |
| 395 Danville | 10,305 | 5-21 | 1,682 | 1,896 | 3,578 | *226 | 863 | 836 | 1,600 |
| 396 Lynchburg | 19,709 | 5-21 | 3,215 | 3,533 | 6,748 | 350 | 1,477 | 1,931 | 3,488 |
| 397 Manchester | 9,246 | 5-21 | (3,573) | | 3,573 | | 577 | 612 | 1,109 |
| 398 Norfolk | 34,871 | 5-21 | 4,599 | 5,005 | 9,604 | 2,900 | 1,338 | 1,465 | 2,853 |
| 399 Petersburg | 22,630 | 5-21 | 3,604 | 3,846 | 7,450 | 650 | 1,438 | 1,717 | 3,139 |
| 400 Portsmouth | 13,263 | 5-21 | (3,610) | | 3,610 | 500 | 726 | 767 | 1,495 |
| 401 Richmond | 81,388 | 5-21 | 11,677 | 13,297 | 2,974 | 3,000 | 6,924 | 4,847 | 11,771 |
| 402 Roanoke | 16,159 | 5-21 | (4,116) | | 4,116 | *331 | 622 | 810 | 1,432 |
| WASHINGTON. | | | | | | | | | |
| 403 Seattle | 42,837 | 5-21 | 4,598 | 4,633 | 9,231 | | 3,039 | 3,080 | 6,119 |
| 404 Spokane Falls | 19,922 | 5-21 | 1,908 | 1,813 | 3,721 | 113 | 1,368 | 1,341 | 2,709 |
| 405 Tacoma | 36,006 | | | | | *856 | 2,097 | 1,968 | 4,065 |
| WEST VIRGINIA. | | | | | | | | | |
| 406 Huntington | 10,108 | 6-21 | 1,325 | 1,253 | 2,578 | 150 | 800 | 880 | 1,680 |
| 407 Parkersburg | 8,408 | 6-21 | | | | 350 | *1,089 | *1,120 | *2,209 |
| 408 Wheeling | 34,522 | 6-21 | (11,525) | | 11,525 | 825 | 2,751 | 2,872 | 5,623 |
| WISCONSIN. | | | | | | | | | |
| 409 Appleton* | 11,869 | 4-20 | 2,047 | 2,230 | 4,277 | 600 | 956 | 951 | 1,907 |
| 410 Ashland | 9,956 | 4-20 | 1,361 | 1,444 | 2,805 | 400 | 607 | 630 | 1,237 |
| 411 Chippewa Falls | 8,670 | 4-20 | 1,460 | 1,713 | 3,173 | 638 | 572 | 664 | 1,236 |
| 412 Eau Claire | 17,415 | 4-20 | 2,801 | 2,927 | 5,728 | 784 | 1,570 | 1,592 | 3,162 |
| 413 Fond du Lac | 12,024 | 4-20 | 2,109 | 2,207 | 4,316 | 500 | 1,095 | 1,087 | 2,182 |
| 414 Green Bay | 9,069 | 4-20 | 1,516 | 1,497 | 3,013 | 500 | (1,465) | | 1,465 |
| 415 Janesville | 16,836 | 4-20 | 1,952 | 2,110 | 4,062 | 400 | (1,685) | | 1,685 |
| 416 Lacrosse | 25,090 | 4-20 | 3,943 | 4,146 | 8,089 | 1,200 | 2,281 | 2,209 | 4,490 |
| 417 Madison | 13,426 | 4-20 | 2,490 | 2,600 | 5,090 | 600 | 1,033 | 1,052 | 2,085 |
| 418 Marinette* | 11,523 | 4-20 | 1,505 | 1,496 | 3,001 | 500 | 973 | 977 | 1,950 |
| 419 Milwaukee | 204,468 | 4-20 | 37,882 | 38,449 | 76,331 | *15,000 | 14,240 | 13,834 | 28,074 |
| 420 Oshkosh | 22,836 | 4-20 | 4,017 | 4,102 | 8,119 | 1,750 | 1,520 | 1,385 | 2,905 |
| 421 Racine | 21,014 | 4-20 | 3,987 | 4,157 | 8,144 | 1,206 | (3,323) | | 3,323 |
| 422 Sheboygan | 16,359 | 4-20 | 3,397 | 3,406 | 6,803 | 1,500 | 1,278 | 1,295 | 2,573 |
| 423 Superior | 11,983 | 4-20 | 1,880 | 1,809 | 3,689 | 500 | 1,151 | 1,150 | 2,301 |
| 424 Wausau | 9,253 | 4-20 | 1,624 | 1,734 | 3,358 | 346 | 903 | 901 | 1,804 |
| WYOMING. | | | | | | | | | |
| 425 Cheyenne | 11,690 | 6-21 | | | | 200 | 643 | 556 | 1,199 |

* Statistics of 1889-90.

vising officers, teachers, and accommodations in cities of over 8,000 inhabitants—Cont'd.

| Number of days the public schools were actually in session. | Aggregate number of days attendance in all public day schools. | Average daily attendance in public day schools. | Number of super- vising officers. | | | Number of regular teachers. | | | Number of buildings used for school purposes. | Total number of seats or sittings for study in all public schools. | Number of years required to complete the entire course of study. |
|---|--|---|--------------------------------------|---------|--------|--------------------------------|---------|--------|---|--|--|
| | | | Male. | Female. | Total. | Male. | Female. | Total. | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 197 | 283,089 | 1,437 | 1 | 0 | 1 | 8 | 23 | 31 | 5 | 1,550 | 10 394 |
| 188 | 194,272 | 1,033.4 | 3 | 0 | 3 | 4 | 26 | 30 | 3 | 1,500 | 11 395 |
| 193 | 482,343 | 2,551 | 2 | 1 | 3 | 12 | 51 | 63 | 12 | 2,950 | 10 396 |
| 180 | 151,200 | 840 | 1 | 0 | 1 | 6 | 13 | 19 | 2 | 1,003 | 12 397 |
| 192 | 332,342.4 | 1,731 | 0 | 0 | 0 | 7 | 29 | 36 | 9 | 2,300 | 8 398 |
| 184 | 419,152 | 2,278 | *1 | *0 | *1 | *3 | *45 | *48 | *9 | *2,350 | 11 399 |
| 200 | 213,800 | 1,069 | 1 | 0 | 1 | 3 | 21 | 24 | 3 | 1,212 | 11 400 |
| 183 | 1,731,729 | 9,463 | 18 | 0 | 18 | 15 | 201 | 216 | 25 | 10,370 | 11 401 |
| 180 | 187,920 | 1,044 | 1 | 0 | 1 | 3 | 20 | 23 | 4 | 1,650 | 9 402 |
| 191 | 806,402 | 4,222.1 | 5 | 2 | 7 | 9 | 114 | 123 | 34 | 6,500 | 8 403 |
| 180 | 290,957 | 1,616.4 | 1 | 1 | 2 | 2 | 43 | 45 | 11 | 2,941 | 12 404 |
| 200 | 529,751 | 2,648.8 | 1 | 0 | 1 | 7 | 86 | 93 | 9 | 4,207 | 12 405 |
| 160 | 162,750 | 1,040 | 1 | 0 | 1 | 2 | 30 | 32 | 8 | 1,700 | 12 406 |
| 192 | *296,256 | *1,543 | 1 | 0 | 1 | *8 | *34 | *42 | 6 | 1,500 | 12 407 |
| 199 | 831,820 | 4,180 | 5 | 4 | 9 | 0 | 115 | 115 | 11 | 5,000 | 11 408 |
| 175 | 224,486 | 1,283 | 3 | 0 | 3 | 8 | 36 | 44 | 8 | ..... | 12 409 |
| 175 | 205,620 | 1,175 | 1 | 0 | 2 | 1 | 21 | 22 | 6 | 1,200 | 12 410 |
| 176 | 155,895.7 | 888 | 1 | 0 | 1 | 2 | 25 | 27 | 8 | 950 | 12 411 |
| 176 | 365,181.5 | 2,188 | 2 | 0 | 2 | 7 | 52 | 59 | 14 | 2,916 | 12 412 |
| 195.5 | 316,001.5 | 1,616 | 1 | 0 | 1 | 2 | 44 | 46 | 18 | 2,800 | 12 413 |
| 200 | 192,804 | 934 | 1 | 0 | 1 | 3 | 25 | 28 | 6 | 1,500 | 13 414 |
| 190 | 275,894 | 1,385 | ..... | ..... | ..... | 1 | 45 | 46 | 7 | 1,400 | 12 415 |
| 200 | 644,112 | 3,293 | 1 | 2 | 3 | 8 | 72 | 80 | 15 | 4,097 | 11 416 |
| 185 | 304,685 | 1,644 | 1 | 1 | 2 | 3 | 40 | 49 | 9 | 2,000 | 12 417 |
| 196.5 | 230,990.5 | 1,175.5 | 1 | 0 | 1 | 3 | 28 | 31 | 5 | 1,600 | 12 418 |
| 193.5 | 3,752,256 | 20,476 | 35 | 4 | 39 | 27 | 459 | 486 | 35 | 25,800 | 12 419 |
| 200 | 407,327 | 2,037 | 1 | 1 | 2 | 8 | 55 | 63 | 10 | 3,200 | 12 420 |
| 200 | 507,400 | 2,679.7 | 1 | 0 | 1 | 7 | 55 | 62 | 8 | *3,000 | 12 421 |
| 197 | 330,848.5 | 1,674 | 1 | 0 | 1 | (55) | 55 | 55 | 9 | 2,700 | 12 422 |
| 195 | 217,434 | 1,110 | 0 | 0 | 0 | 7 | 38 | 45 | 7 | 1,800 | 12 423 |
| 179 | 210,848.3 | 1,178 | 1 | 0 | 1 | 2 | 24 | 26 | 10 | 1,500 | 12 424 |
| 186.5 | 141,342 | 800 | 1 | 0 | 1 | 1 | 23 | 24 | 3 | 850 | 12 425 |

* Statistics of 1889-90.

TABLE 5.—*Property, receipts, and expenditures of*

| City. | Total taxable property in the city. | | | Receipts for the school year 1890-91. | | | | |
|---------------------------------|-------------------------------------|--------------------------------------|---|---------------------------------------|------------------------------------|------------------------------|-------------------------|-----------|
| | Assessed value. | Cash value, based on the assessment. | Estimated actual value of all public property used for school purposes. | From State appropriation or taxes. | From city appropriations or taxes. | From county and other taxes. | From all other sources. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| ALABAMA. | | | | | | | | |
| 1 Birmingham | \$18,000,000 | \$30,000,000 | \$250,000 | \$8,574 | \$87,750 | \$2,346 | \$2,797 | \$101,467 |
| 2 Mobile* | | | | | | | | |
| 3 Montgomery | 7,000,000 | 7,000,000 | 100,000 | 3,300 | 14,500 | 750 | 2,765 | 21,315 |
| ARKANSAS. | | | | | | | | |
| 4 Fort Smith | 4,031,325 | 8,182,650 | ----- | 1,900 | 1,400 | 6,000 | ----- | †8,300 |
| 5 Hot Springs | 600,000 | 2,400,000 | 235,000 | 1,764 | 11,820 | 1,200 | ----- | 14,784 |
| 6 Little Rock | ----- | ----- | 38,500 | 6,885 | ----- | 51,385 | ----- | 58,270 |
| CALIFORNIA. | | | | | | | | |
| 7 Los Angeles | 45,000,000 | 135,000,000 | 700,000 | 101,274 | 55,326 | 46,125 | 2,244 | 204,939 |
| 8 Oakland | 40,371,035 | 40,371,035 | 1,002,970 | 111,063 | 80,423 | 44,029 | 4,462 | 239,977 |
| 9 Sacramento | 14,369,625 | 14,369,625 | 208,000 | 44,904 | 44,966 | 17,450 | 1,789 | 109,199 |
| 10 San Diego | 15,500,000 | 23,250,000 | 177,564 | 31,819 | 12,285 | 16,428 | 1,461 | 62,023 |
| 11 San Francisco | 301,444,140 | 301,444,140 | 4,798,427 | 576,767 | 479,749 | 6,203 | 1,062,719 | ----- |
| 12 San Jose | ----- | ----- | *233,800 | 44,508 | 32,108 | 18,460 | 519 | 95,595 |
| 13 Stockton | 10,645,132 | 17,741,887 | 226,031 | 24,651 | 23,378 | 11,310 | 5,478 | 64,817 |
| COLORADO. | | | | | | | | |
| 14 Colorado Springs | 5,177,560 | 15,532,680 | 142,000 | 9,982 | 32,017 | ----- | 39,431 | 81,430 |
| Denver: | | | | | | | | |
| 15 District No. 1 | 65,000,000 | 260,000,000 | 1,500,000 | ----- | ----- | ----- | ----- | 216,728 |
| 16 District No. 2 | 7,726,000 | 25,753,330 | 400,000 | 5,000 | 664,385 | 42,115 | ----- | 111,500 |
| 17 District No. 17* | ----- | ----- | ----- | 30,581 | ----- | 18,150 | 166 | 48,900 |
| Pueblo: | | | | | | | | |
| 18 District No. 1 | 10,363,908 | 10,363,908 | *200,000 | ----- | ----- | 39,523 | 4,980 | 44,503 |
| 19 District No. 20 | 6,104,673 | ----- | 160,595 | ----- | ----- | ----- | ----- | 55,638 |
| CONNECTICUT. | | | | | | | | |
| 20 Bridgeport | 21,942,282 | 21,942,582 | *338,000 | 25,646 | 194,500 | ----- | ----- | 220,145 |
| 21 Danbury | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| 22 Hartford | ----- | ----- | †1,121,000 | 23,566 | 773,375 | 100,058 | 21,190 | 218,189 |
| 23 Meriden | 12,091,220 | 18,136,830 | 314,660 | ----- | 60,500 | ----- | 14,758 | 75,258 |
| 24 Middletown | ----- | ----- | 80,000 | 3,868 | 17,506 | ----- | 7,396 | 28,860 |
| 25 New Britain | 7,000,000 | ----- | 263,000 | ----- | ----- | ----- | ----- | ----- |
| 26 New Haven | 51,393,233 | 68,521,351 | 900,000 | 42,452 | 68,463 | 177,375 | 3,445 | 291,735 |
| 27 New London | 11,003,000 | 14,663,666 | 173,000 | 6,005 | 21,800 | ----- | 1,070 | 31,875 |
| 28 Norwalk | 6,168,673 | 15,421,682 | 130,000 | 7,848 | 25,878 | 111,808 | 581 | 46,115 |
| 29 Norwich | ----- | ----- | 167,000 | 6,996 | 20,368 | ----- | 1,000 | ----- |
| 30 Stamford* | ----- | ----- | ----- | 7,484 | 29,505 | ----- | 1,008 | 37,997 |
| 31 Waterbury | 10,030,532 | ----- | 450,000 | 17,579 | 72,234 | ----- | 45,627 | 135,440 |
| 32 Willimantic* | ----- | ----- | 39,000 | 4,565 | 12,963 | 4,267 | 2,547 | 24,702 |
| DELAWARE. | | | | | | | | |
| 33 Wilmington | 34,160,863 | 34,160,863 | 528,817 | 10,676 | 135,932 | 0 | 3,272 | 149,880 |
| DIST. COLUMBIA. | | | | | | | | |
| Washington: | | | | | | | | |
| 34 First and Sixth Divisions | ----- | ----- | *1,703,075 | ----- | ----- | ----- | ----- | ----- |
| 35 Seventh and Eighth Divisions | ----- | ----- | 777,500 | 191,169 | 191,170 | 0 | 0 | 382,339 |
| FLORIDA. | | | | | | | | |
| 36 Key West | 2,811,625 | 4,685,041 | 20,000 | 3,286 | ----- | 10,447 | 1,337 | 15,070 |
| 37 Pensacola | 2,948,445 | 7,371,115 | 35,700 | 2,488 | 0 | 12,956 | 386 | 15,830 |

* Statistics of 1839-90.

† The sum of the items reported is \$9,300.

a Owing to a lack of funds the salaries of teachers for the month of June, 1891, were not paid. The amount remaining unpaid is \$40,371.

b The accounts of the evening schools are not separated from those of the day schools.

public schools of cities of over 8,000 inhabitants.

| Receipts from loans and bond sales | Balance on hand from last school year (1899-90). | Total sum available for use during the year. | Expenditures for the school year 1890-91. | | | | | Paid on principal of loans and bonded debts. | Amount carried forward to next school year (1891-92). |
|------------------------------------|--|--|--|---|----------------------------------|----------------------|-----------|--|---|
| | | | Permanent investments and lastings improvements. | For salaries of teachers and superintending officers. | Current and incidental expenses. | For evening schools. | Total. | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 0 | 0 | \$101,467 | \$43,811 | \$35,777 | \$9,619 | 0 | \$89,207 | 0 | \$12,260 |
| \$26,000 | \$90,000 1,139 | 48,454 | 26,000 | 20,750 | 1,550 | 0 | 48,300 | 0 | 154 |
| 18,000 | 5,508 | 31,808 | ----- | 27,500 | 2,500 | ----- | 30,000 | ----- | 1,808 |
| ----- | 7,979 | 14,784 | ----- | 10,500 | 2,200 | ----- | 12,700 | ----- | 2,084 |
| ----- | ----- | 66,249 | 20,231 | 35,225 | 9,318 | ----- | 64,774 | ----- | 1,475 |
| ----- | 68,627 | 273,596 | 80,946 | 156,000 | 30,867 | \$486 | 268,299 | ----- | 5,297 |
| ----- | 20,265 | 260,243 | 36,711 | 162,851 | 49,399 | 4,500 | 253,461 | ----- | 6,782 |
| 0 | 29,696 | 138,895 | 2,246 | 76,270 | 18,255 | ----- | 96,771 | ----- | 41,374 |
| ----- | 30,760 | 92,783 | 10,358 | 49,646 | 15,026 | ----- | 75,030 | ----- | 17,753 |
| ----- | 291 | 1,003,010 | 95,498 | ba777,549 | b135,676 | (b) | 1,003,723 | ----- | 54,287 |
| 0 | 23,680 | 119,275 | 16,657 | 56,892 | ----- | 831 | ----- | ----- | 27,568 |
| 0 | 37,377 | 102,194 | 7,863 | 40,448 | 15,763 | 0 | 64,074 | 0 | 38,120 |
| 0 | 4,096 | 85,526 | 32,251 | 29,190 | 15,824 | 0 | 77,265 | \$5,000 | 3,261 |
| ----- | 151,108 | 367,836 | 100,000 | 136,529 | ----- | ----- | 319,134 | 10,000 | ----- |
| 18,900 | 8,712 | 139,112 | 55,921 | 60,126 | 23,711 | ----- | 139,758 | ----- | 0 |
| 68,501 | 10,167 | 127,268 | 71,950 | 19,981 | 10,325 | ----- | 102,256 | ----- | 25,012 |
| 410,202 | 35,696 | 490,401 | 98,430 | 35,264 | 43,968 | ----- | 177,662 | 299,240 | 13,499 |
| 81,679 | ----- | 137,317 | 97,604 | *18,917 | *8,107 | ----- | 126,947 | ----- | 10,370 |
| ----- | ----- | 220,145 | 60,013 | 88,706 | 24,908 | 384 | 174,011 | ----- | ----- |
| 90,700 | ----- | ----- | 77,118 | 136,825 | 64,302 | 1,762 | 280,004 | 7,100 | ----- |
| 0 | 0 | 75,258 | ----- | 49,895 | 25,365 | ----- | 75,258 | ----- | 0 |
| 0 | 3,077 | 31,937 | 206 | 13,477 | 11,968 | 0 | 23,651 | 1,669 | 4,617 |
| 149,744 | 6,216 | 447,695 | 14,751 | *23,735 | *8,455 | *753 | *32,944 | ----- | ----- |
| 68,714 | 258 | 100,847 | 48,364 | 199,735 | 81,201 | 2,976 | 298,663 | 131,677 | 14,355 |
| 0 | 0 | 46,115 | 1,878 | 22,813 | 10,500 | ----- | 81,677 | 4,350 | 14,820 |
| 0 | 0 | 28,364 | ----- | 28,565 | 15,672 | 0 | 46,115 | 0 | 0 |
| 0 | 0 | 37,797 | 0 | 20,070 | 8,294 | 0 | 23,364 | 0 | 0 |
| 73,000 | 2,136 | 210,576 | 47,259 | 30,922 | 7,075 | 0 | 37,997 | 0 | 0 |
| ----- | ----- | 24,702 | ----- | 52,875 | 24,482 | 2,193 | 126,809 | 78,996 | 4,771 |
| ----- | ----- | ----- | 16,634 | 8,068 | ----- | ----- | 24,702 | ----- | ----- |
| 0 | 21,795 | 171,675 | 30,733 | 83,525 | 39,593 | 450 | 154,301 | 5,000 | 12,374 |
| ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| 0 | 0 | 382,239 | 252,818 | 549,513 | 114,613 | 6,469 | 923,413 | ----- | ----- |
| ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| ----- | 5,443 | 20,513 | 1,803 | 12,032 | 2,399 | ----- | 16,234 | ----- | 4,279 |
| 0 | 0 | 15,830 | 2,500 | 10,530 | 2,300 | 0 | 15,330 | 500 | 0 |

c District taxes and tuition.

d Town taxes.

e District taxes.

f Buildings and sites only.

g From town treasury.

h United States appropriations.

i District of Columbia taxes.

TABLE 5.—*Property, receipts, and expenditures of*

| | City. | Total taxable property in the city. | | Estimated actual value of all public property used for school purposes. | Receipts for the school year 1890-91. | | | | |
|-----------|--------------------------|-------------------------------------|--------------------------------------|---|---------------------------------------|------------------------------------|------------------------------|-------------------------|-----------|
| | | Assessed value. | Cash value, based on the assessment. | | From State appropriation or taxes. | From city appropriations or taxes. | From county and other taxes. | From all other sources. | Total. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| GEORGIA. | | | | | | | | | |
| 38 | Athens | \$5,477,236 | \$5,477,236 | \$30,000 | \$2,651 | \$10,696 | \$947 | \$127 | \$14,421 |
| 39 | Atlanta | 48,707,950 | 97,415,900 | 351,515 | 26,278 | 107,420 | — | 1,407 | 135,105 |
| 40 | Augusta* | 18,000,000 | 18,000,000 | 100,000 | 11,991 | 42,800 | 4,079 | 2,123 | 60,999 |
| 41 | Columbus | 9,824,875 | 12,231,093 | 135,000 | 4,707 | 34,882 | 875 | 4,065 | 44,530 |
| 42 | Macon | — | — | 101,000 | — | — | (a) | — | (a) |
| 43 | Savannah | — | — | 300,000 | 15,032 | — | 55,000 | 9,408 | 79,440 |
| ILLINOIS. | | | | | | | | | |
| 44 | Aurora (East Side) | 2,300,000 | 9,200,000 | 160,000 | 3,126 | 27,628 | 6,419 | 8,084 | 45,256 |
| 45 | Belleville | 2,213,405 | 5,533,512 | 113,772 | 4,398 | 38,592 | 0 | 665 | 43,655 |
| 46 | Bloomington | 3,500,000 | 14,000,000 | 310,000 | 6,337 | 44,864 | 1,579 | 2,356 | 55,136 |
| 47 | Cairo | 1,766,124 | 5,298,372 | 75,000 | 2,230 | — | 18,502 | 9 | 20,741 |
| 48 | Chicago | 219,354,368 | 987,094,656 | 9,970,000 | 195,985 | 3,684,210 | 0 | 334,029 | 4,214,224 |
| 49 | Danville | 2,083,490 | 8,333,900 | 200,000 | 3,037 | (39,289) | 0 | 60 | 42,396 |
| 50 | Decatur | 2,322,237 | 6,966,711 | 165,000 | 4,392 | 42,317 | 0 | 111 | 46,820 |
| 51 | East St. Louis | 1,945,523 | 5,836,569 | 115,500 | — | — | — | — | 32,245 |
| 52 | Elgin* | — | — | 183,300 | 2,900 | 44,011 | — | — | 49,915 |
| 53 | Freeport | 1,767,632 | 7,070,528 | 89,494 | 2,957 | 28,186 | 184 | 221 | 31,548 |
| 54 | Galesburg | 2,500,000 | 10,000,000 | 250,000 | 4,363 | 33,203 | — | 863 | 33,429 |
| 55 | Jacksonville | — | — | 152,650 | 3,213 | 35,077 | — | 156 | 38,426 |
| 56 | Joliet* | 2,572,259 | 15,433,554 | 160,000 | 6,990 | 53,060 | — | 200 | 60,200 |
| 57 | Kankakee | 693,896 | 3,469,480 | 92,700 | 2,586 | 17,047 | — | 662 | 20,295 |
| 58 | La Salle* | 845,643 | 2,536,929 | 36,000 | 12,000 | 1,800 | 14,000 | — | 27,800 |
| 59 | Moline | 1,753,021 | 5,259,036 | 200,000 | 2,121 | 42,120 | 1,078 | 492 | 45,811 |
| 60 | Ottawa | 1,228,670 | 6,143,350 | 56,300 | 2,292 | 28,754 | — | 270 | 31,316 |
| 61 | Peoria | 7,242,689 | 35,213,445 | 500,000 | 10,258 | 102,889 | — | 3,107 | 116,254 |
| 62 | Quincy | 4,833,390 | 24,416,800 | 208,800 | 9,700 | 44,382 | 0 | 145 | 54,227 |
| 63 | Rock Island | 2,334,835 | 7,004,505 | 130,000 | 3,609 | 40,778 | — | 490 | 44,877 |
| 64 | Rockford | 5,084,956 | 15,254,868 | 226,059 | 5,150 | 60,598 | — | — | — |
| 65 | Springfield | 4,410,000 | 13,230,000 | 267,172 | 6,293 | 63,882 | 0 | 2,300 | 72,475 |
| 66 | Streator* | 1,100,000 | 6,600,000 | 40,300 | 4,074 | — | 27,627 | 310 | 32,011 |
| INDIANA. | | | | | | | | | |
| 67 | Anderson* | 2,248,455 | 2,248,455 | 81,100 | — | — | — | — | 17,442 |
| 68 | Elkhart | 5,097,350 | 5,097,350 | 134,000 | 9,711 | 19,509 | — | 113 | 29,333 |
| 69 | Evansville | — | — | 414,500 | — | — | — | — | 121,099 |
| 70 | Fort Wayne | 14,900,000 | 14,900,000 | 252,000 | 34,284 | — | 43,495 | 7 | 77,786 |
| 71 | Indianapolis | 58,205,890 | 87,308,835 | 1,014,986 | 99,903 | 130,981 | 31,059 | 7,393 | 269,336 |
| 72 | Jeffersonville | 2,777,783 | 2,777,783 | 56,000 | 35,759 | (22,620) | — | — | 58,379 |
| 73 | Kokomo | 4,615,270 | 6,153,694 | 75,000 | 7,955 | 16,379 | 0 | — | 24,334 |
| 74 | La Fayette* | 9,000,000 | — | 250,000 | — | — | — | — | 55,364 |
| 75 | Logansport | 7,503,000 | 7,500,000 | 142,000 | 16,833 | — | — | 25,078 | 41,912 |
| 76 | Marion | 6,000,000 | 6,000,000 | 120,400 | — | — | — | — | 21,590 |
| 77 | Michigan City | 3,109,493 | 3,100,493 | 75,500 | 17,150 | 4,180 | 3,059 | 145 | 24,534 |
| 78 | Muncie | 5,043,586 | 5,043,586 | 203,000 | 9,191 | (19,857) | — | 146 | 29,194 |
| 79 | New Albany | 10,578,485 | 10,578,485 | 167,000 | — | — | — | — | 38,549 |
| 80 | Richmond | — | — | 245,000 | — | — | — | — | 67,593 |
| 81 | South Bend | 6,224,670 | 15,561,675 | 184,000 | 17,150 | — | 22,727 | 6,506 | 46,383 |
| 82 | Terre Haute | 15,894,725 | 23,842,086 | 335,000 | 46,575 | 3,036 | 49,972 | 2,610 | 102,193 |
| 83 | Vincennes | 4,335,880 | 4,335,880 | 65,000 | — | — | — | — | 14,321 |
| IOWA. | | | | | | | | | |
| 84 | Burlington | 4,500,000 | 18,000,000 | 200,000 | 10,121 | 56,862 | 928 | 426 | 68,337 |
| 85 | Cedar Rapids | 3,273,301 | 9,837,903 | 252,150 | 7,681 | 0 | 64,233 | 235 | 72,150 |
| 86 | Clinton | 1,989,145 | — | 150,000 | 4,923 | 33,693 | — | 214 | 38,830 |
| 87 | Council Bluffs | 5,610,325 | 16,830,975 | 310,000 | 3,155 | — | 81,003 | 121 | 84,279 |
| 88 | Davenport | 4,662,235 | 12,986,705 | 315,000 | 10,467 | 64,748 | — | 4,473 | 79,688 |
| | Des Moines: | | | | | | | | |
| 89 | East Side | 2,804,950 | 7,012,375 | 252,800 | 9,770 | 46,395 | — | 1,932 | 58,097 |
| 90 | West Side | 8,364,000 | 20,910,000 | 600,000 | 12,426 | — | 105,762 | 925 | 191,113 |

*Statistics of 1889-90.

a The city schools are parts of the county system, and the accounts are not kept separate.

b The accounts of the evening schools are not kept separate.

public schools of cities of over 8,000 inhabitants—Continued.

| Receipts from loans and bond sales. | Balance on hand from last school year (1889-90). | Total sum available for use during the year. | Expenditures for the school year 1890-91. | | | | | Paid on principal of loans and bonded debts. | Amount carried forward to next school year (1891-92). | |
|-------------------------------------|--|--|---|--|------------------------------------|----------------------|-----------|--|---|----|
| | | | Permanent investments and last- ing improve- ments. | For salaries of teachers and su- pervising offi- cers. | Current and inci- dental expenses. | For evening schools. | Total. | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
| 0 | 0 | \$14,421 | \$4,000 | \$13,629 | \$987 | 0 | \$18,616 | 0 | 0 | 38 |
| | \$5,530 | 140,635 | 18,761 | 94,965 | 25,734 | | 139,460 | | \$1,175 | 39 |
| | 10,679 | 71,678 | 10,000 | 32,580 | 12,079 | | 54,659 | | 17,019 | 40 |
| 0 | 0 | 44,530 | 20,000 | 18,520 | 6,009 | 0 | 44,530 | 0 | 0 | 41 |
| | | | | (a) | | | 24,000 | | | 42 |
| | 4,892 | 84,332 | | 70,689 | 12,690 | | 83,379 | | 953 | 43 |
| | | | | | | | | | | |
| | 11,347 | 56,603 | | 28,009 | 9,947 | | 37,956 | \$8,000 | 10,647 | 44 |
| 0 | 9,696 | 53,351 | 1,772 | 28,754 | 10,115 | 0 | 40,641 | 0 | 12,710 | 45 |
| | 15,968 | 71,104 | 5,859 | 38,915 | 11,156 | | 55,930 | | 15,174 | 46 |
| 0 | 340 | 21,081 | 1,552 | 12,685 | 3,646 | | 17,883 | 0 | 3,198 | 47 |
| 0 | 450,430 | 4,673,684 | 749,491 | 2,298,782 | 909,668 | \$85,874 | 4,043,815 | 46,000 | 583,869 | 48 |
| 0 | 6,054 | 48,440 | | 26,785 | 13,854 | | 40,639 | 3,000 | 4,801 | 49 |
| 0 | 16,845 | 63,665 | 17,975 | 28,405 | 9,037 | 0 | 55,417 | 0 | 8,248 | 50 |
| | | | | 23,071 | 9,175 | | 32,246 | | | 51 |
| \$32,446 | 5,363 | 84,724 | 2,246 | 26,664 | 10,190 | 0 | 39,100 | 37,479 | 8,145 | 52 |
| | 3,490 | 35,038 | 294 | 20,055 | 13,240 | | 33,589 | 3,000 | 0 | 53 |
| | 9,951 | 48,390 | | 25,820 | 7,569 | | 33,389 | | 15,001 | 54 |
| 474 | 10,317 | 49,217 | 1,865 | 21,995 | 4,869 | 0 | 28,639 | 0 | 20,578 | 55 |
| | 2,475 | 62,675 | 2,750 | 32,000 | 18,190 | | 52,940 | 9,000 | 735 | 56 |
| 9,603 | 1,949 | 31,847 | 7,617 | 12,820 | 5,110 | | 25,547 | 6,267 | 33 | 57 |
| | 6,500 | 34,300 | 4,091 | 11,052 | 3,410 | | 18,553 | 10,000 | 5,747 | 58 |
| 35,978 | 5,046 | 86,835 | 40,861 | 24,742 | 9,061 | | 74,664 | 3,000 | 9,171 | 59 |
| | 8,247 | 39,563 | 4,018 | 20,245 | 4,584 | 0 | 28,847 | 0 | 10,716 | 60 |
| 75,967 | 39,199 | 231,450 | 27,369 | 678,520 | 618,925 | (b) | 124,841 | 61,000 | 45,636 | 61 |
| 5,500 | 1,739 | 61,466 | 13,121 | 35,526 | 12,676 | 0 | 61,323 | 0 | 143 | 62 |
| 36,090 | 16,267 | 97,234 | 16,000 | 28,562 | 11,257 | | 55,819 | 40,615 | 800 | 63 |
| | | | | 42,576 | 15,670 | | 58,246 | | | 64 |
| 0 | 27,986 | 100,461 | 26,442 | 52,501 | 7,214 | 0 | 86,157 | 0 | 14,304 | 65 |
| | 8,189 | 40,200 | 0 | 18,992 | 5,943 | 0 | 24,935 | 500 | 14,765 | 66 |
| | | | | | | | | | | |
| 15,200 | 5,384 | 38,026 | 15,896 | 8,055 | 6,516 | | 30,467 | | 7,559 | 67 |
| 0 | 10,737 | 40,070 | 3,154 | 21,493 | 4,152 | | 230,432 | | 9,637 | 68 |
| | 25,158 | 146,257 | | 88,985 | | 1,510 | 118,715 | | 27,542 | 69 |
| | 79,374 | 157,160 | 14,799 | 56,733 | 10,171 | | 81,703 | | 75,457 | 70 |
| 220,000 | 45,397 | 534,733 | 56,012 | 216,134 | 80,114 | | 352,200 | 200,000 | 0 | 71 |
| | | 58,379 | | 19,825 | | | 34,872 | 23,507 | | 72 |
| | 14,988 | 39,322 | 5,331 | 14,387 | 6,510 | 0 | 26,228 | 0 | 13,094 | 73 |
| | 38,799 | 94,168 | 28,159 | 27,737 | 7,219 | | 63,165 | | | 74 |
| | 17,767 | 59,679 | 32,505 | 17,415 | | | 40,920 | | 18,759 | 75 |
| | 9,133 | | 32,122 | 15,669 | | | 51,456 | | | 76 |
| | 17,068 | 41,602 | 8,500 | 12,424 | 4,083 | | 23,007 | | 16,595 | 77 |
| 10,073 | 17,716 | 56,983 | 11,645 | 22,551 | 10,282 | | 44,478 | | 12,505 | 78 |
| 0 | 37,927 | 76,466 | 1,500 | 30,579 | 5,672 | 0 | 37,751 | | 38,715 | 79 |
| 0 | 34,346 | 101,939 | 5,248 | 35,042 | 8,963 | | 49,253 | 7,400 | 45,286 | 80 |
| | 27,322 | 73,705 | 12,388 | 28,204 | 9,736 | 0 | 50,328 | 0 | 23,377 | 81 |
| | 31,245 | 133,438 | 14,135 | 71,496 | 17,740 | | 103,337 | | 30,061 | 82 |
| 15,000 | 16,911 | 46,232 | 12,048 | 12,537 | 2,812 | 0 | 27,397 | 0 | 18,835 | 83 |
| | | | | | | | | | | |
| 15,306 | 7,166 | 90,803 | 15,228 | 50,481 | 15,372 | 0 | 81,081 | 0 | 9,722 | 84 |
| 73,000 | 28,914 | 174,064 | 47,439 | 38,104 | 23,357 | | 103,900 | 34,500 | 30,664 | 85 |
| 23,550 | 5,348 | 67,728 | 4,241 | 25,714 | 11,421 | | 41,376 | 23,500 | 2,852 | 86 |
| 15,000 | 44,564 | 143,843 | 27,801 | 46,801 | 22,873 | 0 | 96,375 | 0 | 46,088 | 87 |
| | 34,490 | 114,178 | 702 | 64,308 | 13,490 | 560 | 79,060 | | 35,118 | 88 |
| | | | | | | | | | | |
| 33,000 | 17,393 | 108,490 | 36,667 | 39,451 | 22,182 | 0 | 98,300 | 0 | 10,190 | 89 |
| 52,000 | 10,304 | 181,417 | 43,922 | 67,520 | 36,175 | 500 | 148,117 | 25,000 | 8,300 | 90 |

cThe sum of the items reported is \$28,793.

dOverdraft, \$17,527.

TABLE 5.—Property, receipts, and expenditures of

| City. | Total taxable property in the city. | | Estimated actual value of all public property used for school purposes. | Receipts for the school year 1890-91. | | | | |
|------------------------|-------------------------------------|--------------------------------------|---|---------------------------------------|------------------------------------|------------------------------|-------------------------|-----------|
| | Assessed value. | Cash value, based on the assessment. | | From State appropriation or taxes. | From city appropriations or taxes. | From county and other taxes. | From all other sources. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| IOWA—cont'd. | | | | | | | | |
| 91 Dubuque | \$6,813,735 | \$19,449,212 | \$232,000 | \$11,288 | \$57,000 | | \$57 | \$68,345 |
| 92 Keokuk | 4,000,000 | | 210,000 | 6,033 | | \$35,165 | 210 | 41,408 |
| 93 Marshalltown | 1,442,051 | 4,326,153 | 165,000 | 3,655 | 40,434 | | 486 | 44,575 |
| 94 Muscatine | 2,037,600 | 4,584,600 | 112,000 | 4,005 | 31,545 | | 268 | 35,818 |
| 95 Ottumwa | 3,427,771 | 10,288,313 | 147,000 | | | | | |
| 96 Sioux City | 16,387,000 | 49,161,000 | 520,000 | 17,518 | (70,806) | | 79,348 | 167,672 |
| KANSAS. | | | | | | | | |
| 97 Arkansas City | 1,464,612 | | 125,000 | 2,300 | 30,757 | 0 | 100 | 33,157 |
| 98 Atchison | 2,959,010 | 11,836,040 | 169,000 | 5,332 | | 26,620 | 1,165 | 33,117 |
| 99 Fort Scott | 1,240,000 | 4,960,000 | 225,000 | 4,036 | 22,016 | 150 | | 26,202 |
| 100 Hutchinson | 1,770,000 | 5,310,000 | 150,000 | 2,092 | 34,860 | | | 37,452 |
| 101 Kansas City | 9,000,000 | 27,000,000 | 275,000 | 15,036 | 58,555 | | | 73,601 |
| 102 Lawrence | 1,871,745 | 5,615,235 | 145,000 | 3,007 | 23,261 | | 2,296 | 29,464 |
| 103 Leavenworth | 5,361,803 | 10,723,006 | 203,000 | 6,609 | 47,765 | | 3,518 | 57,833 |
| 104 Topeka | 10,315,560 | 36,104,460 | 400,000 | 11,072 | | 95,423 | 1,496 | 108,001 |
| 105 Wichita | 9,064,682 | 27,194,067 | 407,500 | 7,784 | | 78,254 | 2,086 | 88,124 |
| KENTUCKY. | | | | | | | | |
| 106 Covington | 15,000,000 | 15,000,000 | 250,000 | 29,031 | 35,385 | | 1,988 | 66,434 |
| 107 Henderson | 3,000,000 | | 90,000 | 6,000 | 10,000 | | 500 | 16,500 |
| 108 Lexington | 5,000,000 | 5,000,000 | 150,000 | 13,000 | 24,000 | | | |
| 109 Louisville | 81,806,916 | 121,960,374 | 1,091,799 | 152,841 | 243,863 | 0 | 33,547 | 430,251 |
| 110 Newport | 7,500,000 | 7,800,000 | 225,000 | 17,489 | 20,109 | | | 37,658 |
| 111 Owensborough | 3,278,088 | 5,403,446 | 85,000 | 6,466 | 13,734 | | 1,000 | 21,200 |
| 112 Paducah | 5,125,000 | 5,125,000 | 92,600 | 11,300 | 11,500 | 400 | 4,225 | 27,425 |
| LOUISIANA. | | | | | | | | |
| 113 New Orleans | 132,000,000 | 132,000,000 | | 35,000 | 194,000 | 7,000 | | 236,000 |
| 114 Shreveport | 4,000,000 | 8,000,000 | 15,000 | | | | | 19,300 |
| MAINE. | | | | | | | | |
| 115 Auburn | 5,000,000 | 7,500,000 | 80,000 | 6,500 | 16,000 | | | |
| 116 Augusta | 5,198,485 | 6,931,314 | 90,000 | 5,410 | 11,433 | 8,675 | | 25,518 |
| 117 Bangor | | | *125,000 | 10,069 | 41,650 | | 1,045 | 52,764 |
| 118 Bath | 6,028,364 | 9,042,546 | 100,000 | 5,496 | 14,150 | 130 | 0 | 19,785 |
| 119 Biddeford | 6,307,630 | 12,615,260 | 110,000 | 8,822 | 19,000 | | | 27,822 |
| 120 Lewiston | 11,269,547 | 15,026,063 | 28,483 | 14,371 | 30,500 | | 328 | 45,199 |
| 121 Portland | 35,611,890 | 53,417,835 | *373,000 | 22,442 | 99,632 | | | 122,074 |
| 122 Rockland | 4,578,585 | 4,578,585 | *49,000 | 4,372 | 11,000 | 0 | 55 | 15,427 |
| MARYLAND. | | | | | | | | |
| 123 Baltimore | 307,727,738 | 307,727,738 | 2,650,000 | 85,155 | 644,073 | 0 | 258,700 | 1,087,928 |
| 124 Frederick | | | 26,000 | | | | | (b) |
| 125 Hagerstown | 4,350,000 | 6,525,000 | 45,000 | 4,137 | 0 | 7,160 | 0 | 11,297 |
| MASSACHUSETTS. | | | | | | | | |
| 126 Adams | 3,961,000 | 3,961,000 | 113,600 | | | | | |
| 127 Beverly | 13,186,755 | 13,186,755 | 174,400 | | 29,000 | | 634 | 29,634 |
| 128 Boston | 822,041,800 | 822,041,800 | 98,950,000 | | | | | |
| 129 Brockton | 17,477,847 | 17,477,847 | | | 73,000 | | 1,266 | 74,266 |
| 130 Brookline | 46,537,300 | 46,537,300 | 490,000 | 0 | 65,500 | 0 | 162 | 65,662 |
| 131 Cambridge | 70,581,670 | 70,581,670 | *910,000 | | 371,581 | | 1,427 | 373,008 |
| 132 Chelsea | 23,409,178 | 23,409,178 | 440,600 | 0 | 94,101 | 0 | 0 | 94,101 |
| 133 Chicopee | 6,377,070 | 6,377,070 | | | | | | |

* Statistics of 1889-90.

a Deficit, \$23,265.

b The receipts are for the year ending December 31, and the expenditures are for the year ending June 30.

c District taxes.

public schools of cities of over 8,000 inhabitants—Continued.

| Receipts from loans and bond sales. | Balance on hand from last school year (1889-90). | Total sum available for use during the year. | Expenditures for the school year 1890-91. | | | | | Paid on principal of loans and bonded debts. | Amount carried forward to next school year (1891-92). |
|-------------------------------------|--|--|---|--|------------------------------------|----------------------|-----------|--|---|
| | | | Permanent investments and last- ing improve- ments. | For salaries of teachers and super- vising offi- cers. | Current and inci- dental expenses. | For evening schools. | Total. | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 0 | \$2,510 | \$70,855 | \$8,655 | \$46,947 | \$12,611 | 0 | \$68,213 | 0 | \$2,612 91 |
| 0 | 590 | 41,998 | 840 | 29,335 | 10,976 | 0 | 41,151 | 0 | 847 92 |
| \$180 | 14,623 | 59,378 | 5,318 | 25,305 | 5,710 | 0 | 36,333 | 0 | 23,045 93 |
| | 3,413 | 39,231 | 1,974 | 25,925 | 6,991 | 0 | 34,890 | 0 | 4,341 94 |
| | | 53,000 | | *22,084 | *12,337 | 0 | 52,000 | 0 | 95 |
| | 33,421 | 201,093 | 77,561 | 58,480 | 31,434 | 0 | 167,475 | 0 | 33,618 96 |
| 52,000 | 0 | 85,157 | 52,000 | 18,000 | 12,000 | \$125 | 82,125 | 0 | 3,032 97 |
| 0 | 5,504 | 38,621 | 3,000 | 22,176 | 10,715 | 0 | 35,891 | 0 | 2,730 98 |
| 16,000 | | | 1,000 | 19,281 | | | 31,242 | | 99 |
| | 0 | 37,452 | | 19,140 | 14,934 | | 34,074 | | 2,948 100 |
| | | 73,601 | 17,620 | 61,916 | 19,830 | 0 | 99,386 | \$3,500 | 0 101 |
| | 22,725 | 52,189 | 17,763 | 19,058 | 10,395 | 0 | 47,216 | 3,000 | 1,973 102 |
| | 13,176 | 71,069 | | 33,018 | 19,467 | | 56,220 | 3,735 | 14,850 103 |
| | 3,285 | 111,286 | 2,287 | 67,354 | 7,923 | 0 | 77,547 | 27,903 | 5,831 104 |
| | 44,164 | 132,288 | 34,991 | 58,130 | 30,878 | | 123,999 | 2,000 | 6,289 105 |
| 15,000 | 11,890 | 93,324 | 11,121 | 47,072 | 11,333 | 0 | 69,526 | | 11,890 103 |
| | | 37,000 | | 14,000 | 1,500 | | 15,500 | | 1,000 107 |
| 0 | 64,252 | 6494,503 | 52,155 | 30,000 | 6,500 | | 36,500 | | 108 |
| 25,030 | | 62,658 | 26,370 | 28,425 | 65,755 | 6,413 | 69,114 | 0 | 6135,839 109 |
| | 6,243 | 27,443 | 4,897 | 13,370 | 3,893 | 0 | 53,658 | 4,000 | 0 110 |
| | | 27,425 | 6,500 | 17,149 | 2,576 | | 20,843 | 0 | 6,600 111 |
| | | | | | 2,941 | | 26,590 | | 835 112 |
| 0 | 0 | 236,000 | 11,000 | 215,000 | 10,000 | | 236,000 | 0 | 0 113 |
| | | 19,300 | 10,000 | 8,800 | 500 | 0 | 19,300 | 0 | 114 |
| | | | | 14,000 | | | 20,600 | | 115 |
| 9,000 | 4,502 | 39,021 | 10,913 | 13,351 | 8,103 | 441 | 37,803 | | 1,213 116 |
| 0 | 0 | 52,764 | 1,054 | 33,163 | 18,547 | | 52,764 | | 0 117 |
| 0 | 0 | 19,785 | | 14,151 | 5,634 | 0 | 19,785 | 0 | 0 118 |
| 0 | 0 | 27,822 | | 24,460 | (d) | (d) | 32,548 | | 0 119 |
| 0 | | 45,199 | 4,277 | 27,564 | 12,972 | 1,200 | 46,013 | 0 | e 0 120 |
| 0 | | 122,074 | 13,600 | 76,789 | 31,135 | | 121,524 | | 121 |
| 0 | 3,255 | 18,682 | | 12,394 | 3,231 | 0 | 15,625 | 0 | 3,057 122 |
| 0 | 0 | 1,087,928 | 130,108 | 724,825 | 232,681 | 314 | 1,087,928 | 0 | 0 123 |
| 0 | 0 | (f) 11,297 | 580 | (f) 10,337 | 380 | 0 | 11,297 | 0 | 0 125 |
| | | | 23,000 | 18,650 | | | 41,650 | 6,720 | 126 |
| | | 29,634 | | 16,809 | 11,081 | | 27,890 | | 127 |
| | | | 172,524 | | | | 2,120,516 | | 128 |
| | 10 | 74,276 | | 60,328 | 12,332 | 1,615 | 74,275 | | 1 129 |
| 0 | 0 | 65,662 | 7,294 | 39,239 | 18,084 | 810 | 65,427 | | 130 |
| 0 | | 372,008 | 118,145 | 196,939 | 52,553 | 5,371 | 373,008 | 0 | 0 131 |
| 0 | 0 | 94,101 | 9,000 | 63,893 | 20,230 | 978 | 94,101 | 0 | 0 132 |
| | | | 13,836 | *17,563 | *5,813 | | 34,329 | | 133 |

d The accounts of the evening schools are not kept separate.

e Deficit, \$314.

f The accounts of the city schools are not kept separate from those of the county.

g Value of real estate alone.

TABLE 5.—Property, receipts, and expenditures of

| City. | Total taxable property in the city. | | Estimated actual value of all public property used for school purposes. | Receipts for the school year 1890-91. | | | | |
|---------------------------|-------------------------------------|--------------------------------------|---|---------------------------------------|------------------------------------|------------------------------|-------------------------|----------|
| | Assessed value. | Cash value, based on the assessment. | | From State appropriation or taxes. | From city appropriations or taxes. | From county and other taxes. | From all other sources. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| MASSACHUSETTS—continued. | | | | | | | | |
| 134 Clinton | \$6,044,017 | \$6,044,017 | \$106,000 | | \$28,500 | | | \$28,500 |
| 135 Everett | 8,317,600 | 8,317,600 | 200,000 | \$93 | 35,000 | 0 | \$363 | 35,456 |
| 136 Fall River | | | 1,003,550 | | 191,683 | | 3,788 | 195,471 |
| 137 Fitchburg | 16,261,117 | 21,681,492 | 314,065 | 0 | 92,377 | 0 | 0 | 92,377 |
| 138 Framingham | 7,861,630 | 7,861,630 | | | | | | |
| 139 Gloucester | 13,952,464 | 20,928,696 | 368,900 | 0 | 67,900 | | | 67,900 |
| 140 Haverhill | 17,870,772 | 17,870,772 | | | | | | |
| 141 Holyoke | 22,943,940 | 30,591,920 | 305,812 | 0 | 82,835 | \$1,503 | 147 | 84,486 |
| 142 Hyde Park | 7,470,115 | 7,470,115 | 115,000 | 0 | 34,000 | 0 | 0 | 34,000 |
| 143 Lawrence | 30,512,000 | 30,512,000 | 860,000 | 0 | 113,834 | 0 | 0 | 113,834 |
| 144 Lowell | 62,353,612 | 62,353,612 | 900,000 | | 279,320 | | | 279,320 |
| 145 Lynn | 40,730,378 | 40,730,378 | 657,000 | 0 | 158,246 | 0 | 99 | 158,345 |
| 146 Malden | 17,213,450 | 17,213,450 | 377,622 | 0 | 97,711 | 0 | 0 | 97,711 |
| 147 Marlboro | 6,284,638 | 10,055,524 | 160,194 | 97 | 44,373 | | 133 | 44,603 |
| 148 Medford | 9,932,225 | 14,898,329 | 200,000 | 90 | 47,580 | 0 | 0 | 47,670 |
| 149 Melrose | 6,724,705 | 6,724,705 | | | | | | |
| 150 Natick | 5,439,375 | 5,439,375 | | | | | | |
| 151 New Bedford | 38,518,943 | 38,518,943 | 575,727 | | 123,938 | | 4,269 | 128,207 |
| 152 Newburyport | 9,736,730 | 9,736,730 | 93,000 | 98 | 623,200 | | 850 | 24,148 |
| 153 Newton | 32,090,000 | 32,000,000 | 616,600 | 0 | 128,076 | 2,781 | 0 | 130,857 |
| 154 North Adams | 5,850,971 | 8,836,456 | 175,000 | 172 | 37,600 | 341 | | 38,114 |
| 155 Northampton | 9,500,000 | 9,500,000 | 154,000 | 132 | 49,800 | 972 | 466 | 51,370 |
| 156 Peabody | 7,293,450 | 9,116,812 | 140,000 | 87 | 29,300 | | | 30,130 |
| 157 Pittsfield | 11,429,939 | 11,429,939 | 216,550 | | 51,000 | | | 51,000 |
| 158 Quincy | 14,427,030 | 14,427,030 | | | 64,925 | | | 64,925 |
| 159 Salem | 26,228,718 | 26,228,718 | 381,750 | 0 | 99,824 | 2,582 | 859 | 103,255 |
| 160 Somerville | 32,557,500 | 32,557,500 | 507,737 | 0 | 211,919 | 0 | 112 | 212,031 |
| 161 Springfield | 48,329,634 | 48,329,630 | 812,140 | 0 | 207,609 | 0 | 885 | 208,494 |
| 162 Taunton | 18,078,550 | 18,078,550 | 325,000 | 0 | 79,000 | 0 | 711 | 79,711 |
| 163 Waltham | 15,213,414 | 15,213,414 | 264,752 | 0 | 58,215 | 0 | 0 | 58,215 |
| 164 Weymouth | 6,424,685 | 8,566,248 | 157,000 | 71 | 39,800 | | 879 | 40,750 |
| 165 Woburn | 9,000,000 | 9,000,000 | 200,000 | 160 | 39,250 | | 59 | 39,469 |
| 166 Worcester | 73,531,060 | 73,531,060 | 1,330,242 | 0 | 274,947 | 0 | 983 | 275,931 |
| MICHIGAN. | | | | | | | | |
| 167 Adrian | 3,868,366 | 5,802,402 | 110,000 | 5,622 | 13,000 | 3,554 | 413 | 22,589 |
| 168 Alpena | 3,853,775 | 5,780,664 | 75,000 | 4,824 | 30,000 | 0 | 204 | 35,028 |
| 169 Ann Arbor | 6,419,020 | 6,419,020 | 205,000 | 4,286 | 29,000 | 6,419 | 8,761 | 98,466 |
| 170 Battle Creek | 4,200,000 | 5,600,000 | 217,000 | 5,545 | 42,002 | 0 | 732 | 48,279 |
| 171 Bay City | 10,235,005 | 10,235,005 | 206,000 | 13,143 | 56,001 | | 3,035 | 72,179 |
| 172 Detroit | 175,450,310 | 250,643,300 | 1,762,750 | 95,755 | 390,217 | | 6,701 | 492,673 |
| 173 Flint | | | 150,000 | 3,595 | 32,903 | 0 | 2,102 | 38,599 |
| 174 Grand Rapids | 23,746,485 | 71,239,455 | 857,100 | 23,006 | 186,040 | 18,751 | 15,643 | 243,440 |
| 175 Iron Mountain | 1,700,000 | 5,100,000 | 40,000 | | | | | |
| 176 Ishpeming* | 5,423,320 | 10,846,640 | 110,000 | | | | | |
| Jackson: | | | | | | | | |
| 177 District No. 1 | 5,078,870 | 5,078,870 | 125,000 | 9,143 | 25,955 | | 1,131 | 36,229 |
| 178 District No. 17 | | | 75,000 | 3,730 | 11,754 | 375 | 223 | 16,082 |
| 179 Kalamazoo | 7,292,035 | 9,722,712 | 215,000 | 7,679 | 56,004 | 1,272 | 2,524 | 67,479 |
| 180 Lansing | | | 115,000 | 4,997 | 64,353 | | 6,527 | 75,877 |
| 181 Marquette | 3,047,000 | 3,047,000 | 100,000 | 6,622 | 21,859 | | 77 | 28,558 |
| 182 Menominee | 2,475,907 | 4,126,512 | 57,000 | 1,411 | 23,168 | | 182 | 23,761 |
| 183 Muskegon | | | 375,000 | 11,224 | 84,128 | 212 | 668,310 | 163,874 |
| 184 Port Huron | 3,310,850 | 5,518,083 | 125,000 | 11,258 | 12,000 | | 442 | 23,700 |
| Saginaw: | | | | | | | | |
| 185 East Saginaw | 11,123,300 | 14,831,068 | *235,949 | 14,113 | 85,134 | 443 | 1,785 | 101,475 |
| 186 West Saginaw* | | | 205,704 | 7,745 | 42,393 | | 1,132 | 51,270 |
| 187 West Bay City | 3,810,000 | 6,620,000 | 150,000 | 5,730 | 29,136 | 2,674 | 8,564 | 46,104 |

*Statistics of 1889-90.

a Balances are not carried over, but lapse into the city treasury.

b Expenditures for sites, buildings, etc., are not controlled by the school committee and do not appear in their accounts.

c Deficit, \$93.

d The receipts are for the year ending December 31, 1890, and the expenditures are for the year ending June 30, 1891.

public schools of cities of over 8,000 inhabitants—Continued.

| Receipts from loans and bond sales. | Balance on hand from last school year (1889-90). | Total sum available for use during the year. | Expenditures for the school year 1890-91. | | | | | Paid on principal of loans and bonded debts. | Amount carried forward to next school year (1891-92). |
|-------------------------------------|--|--|--|--|----------------------------------|----------------------|----------|--|---|
| | | | Permanent investments and lastings improvements. | For salaries of teachers and supervising officers. | Current and incidental expenses. | For evening schools. | Total. | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| | (a) | \$28,500 | | \$18,236 | \$9,030 | \$545 | \$27,811 | | (a) |
| \$26,000 | \$100 | 61,556 | \$27,620 | 22,550 | 10,685 | 450 | 61,805 | \$2,000 | 134 |
| 0 | 1,874 | 197,345 | 128,675 | 128,675 | 58,653 | 8,824 | 196,152 | 0 | 135 |
| 0 | 0 | 92,877 | 23,965 | 46,506 | 19,624 | 2,282 | 92,877 | 0 | 136 |
| 0 | 0 | 0 | 1,000 | 0 | 0 | 0 | 31,675 | 0 | 137 |
| 0 | 0 | 67,900 | 5,000 | 49,900 | 13,000 | 0 | 67,900 | 0 | 138 |
| 0 | 0 | 0 | 0 | *51,074 | *12,913 | *1,346 | 78,334 | 0 | 139 |
| 0 | 0 | 84,486 | 1,844 | 63,267 | 15,606 | 3,769 | 84,486 | 0 | 140 |
| 0 | 466 | 34,466 | 0 | 25,393 | 7,721 | 601 | 33,715 | 0 | 141 |
| 0 | 0 | 113,834 | 24,118 | 70,891 | 17,257 | 1,568 | 113,834 | 0 | 142 |
| 0 | 0 | 279,320 | 48,891 | 144,966 | 65,474 | 19,899 | 279,320 | 0 | 143 |
| 0 | 0 | 158,345 | 7,404 | 108,703 | 38,720 | 3,518 | 158,345 | 0 | 144 |
| 0 | 0 | 97,711 | 0 | 53,893 | 24,406 | 1,862 | 80,161 | 17,550 | 0 |
| 0 | 0 | 44,603 | 6,987 | 27,285 | 10,331 | 0 | 44,603 | 0 | 145 |
| 0 | 0 | 47,670 | 20,234 | 31,863 | 14,843 | 196 | 67,136 | 0 | 146 |
| 0 | 0 | 0 | 25,528 | 0 | 0 | 0 | 55,129 | 0 | 147 |
| 0 | 0 | 0 | 3,500 | 0 | 0 | 0 | 30,968 | 0 | 148 |
| 0 | 0 | 0 | 34,877 | 80,527 | 25,274 | 9,389 | 150,067 | 0 | 149 |
| 0 | 0 | 24,148 | (b) | 20,064 | 3,848 | 235 | 24,147 | 0 | 150 |
| 0 | 0 | 130,857 | 6,350 | 97,996 | 25,706 | 805 | 130,857 | 0 | 151 |
| 0 | 0 | 38,114 | 3,127 | 24,775 | 9,417 | 888 | 38,207 | 0 | 152 |
| 0 | 0 | d 51,870 | 10,000 | 30,577 | 6,629 | 1,168 | d 48,374 | 0 | 153 |
| 0 | 0 | 30,130 | 23,000 | 8,876 | 0 | 0 | 31,876 | 0 | 154 |
| 0 | 0 | 51,000 | 2,222 | 37,730 | 10,533 | 501 | 50,986 | 0 | 155 |
| 0 | 0 | 64,925 | 45,695 | 17,075 | 2,067 | 64,838 | 0 | 0 | 156 |
| 0 | 0 | 103,265 | 9,984 | 69,891 | 21,364 | 2,076 | 103,265 | 0 | 157 |
| 0 | 0 | 212,031 | 64,154 | 102,278 | 43,462 | 2,137 | 212,031 | 0 | 158 |
| 0 | 0 | 208,494 | 65,984 | 105,293 | 33,749 | 3,468 | 208,294 | 0 | 159 |
| 0 | 0 | 79,711 | 0 | 58,311 | 19,800 | 1,531 | 78,642 | 0 | 160 |
| 0 | 0 | 58,215 | 2,970 | 45,295 | 9,441 | 1,625 | 59,331 | 0 | 161 |
| 0 | 5,437 | 46,187 | 7,662 | 27,843 | 9,545 | 0 | 45,050 | 0 | e 69 |
| 0 | 916 | 40,385 | 0 | 35,765 | 3,290 | 837 | 39,912 | 0 | 162 |
| 0 | 0 | 275,931 | 86,757 | 204,168 | 62,505 | 6,592 | 360,022 | 0 | 1,137 |
| 0 | 1,857 | 24,446 | 508 | 14,925 | 6,668 | 0 | 22,126 | 0 | 473 |
| 0 | 7,073 | 42,071 | 24,183 | 13,770 | 4,118 | 0 | 42,071 | 0 | 165 |
| 0 | 0 | 43,466 | 1,027 | 30,082 | 13,206 | 150 | 44,465 | 4,000 | 0 |
| 0 | 0 | 43,279 | 11,524 | 19,559 | 9,618 | 0 | 40,701 | 7,500 | 0 |
| 0 | 8,970 | 81,119 | 4,544 | 41,945 | 14,357 | 256 | 71,082 | 2,500 | 78 |
| 15,000 | 42,457 | 550,160 | 88,203 | 336,291 | 136,735 | 10,919 | 572,148 | 0 | 170 |
| 0 | 621 | 39,220 | 17,833 | 12,352 | 0 | 0 | 30,190 | 6,000 | 0 |
| 8,000 | 69,918 | 321,858 | 18,245 | 135,294 | 65,340 | 471 | 219,350 | 14,000 | 3,030 |
| 0 | 0 | 51,056 | 0 | *7,933 | *7,499 | 0 | *29,098 | 0 | 88,068 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 47,365 | 0 | 174 |
| 0 | 1,545 | 37,774 | 1,529 | 24,705 | 6,671 | 60 | 32,965 | 2,000 | 3,690 |
| 0 | 147 | 16,229 | 0 | 10,192 | 5,555 | 0 | 15,777 | 0 | 2,809 |
| 5,927 | 15,560 | 83,966 | 17,900 | 27,369 | 12,776 | 0 | 58,045 | 9,000 | 452 |
| 0 | 0 | 75,877 | 15,407 | 22,753 | 14,478 | 0 | 52,638 | 0 | 21,921 |
| 2,990 | 1,530 | 33,078 | 4,703 | 15,535 | 12,840 | 0 | 33,078 | 0 | 23,239 |
| 6,000 | 6,184 | 35,945 | 5,993 | 15,445 | 6,049 | 0 | 27,457 | 3,000 | 0 |
| 5,000 | 0 | 168,874 | h 61,456 | 50,272 | 27,380 | 237 | 139,345 | 3,000 | 5,458 |
| 0 | 10,934 | 34,634 | 2,500 | 18,275 | 8,086 | 0 | 28,861 | 0 | 26,529 |
| 3,000 | 4,500 | 108,975 | 29,358 | 59,705 | 15,424 | 0 | 104,437 | 3,032 | 5,773 |
| 20,000 | 27,572 | 98,842 | 41,507 | 28,734 | 9,926 | 0 | 80,567 | 0 | 1,456 |
| 52,100 | 2,439 | 100,643 | 61,357 | 23,598 | 13,251 | 0 | 98,206 | 0 | 13,275 |
| | | | | | | | | | 2,437 |

e Transferred to the sinking fund.

f \$21,988 deficit.

g This amount includes \$30,819 insurance money paid on loss of Central School building, and \$37,000 donated by Charles H. Harkley on erection of Harkley Public Library.

h Includes \$33,794 expended on library building, books, etc.

TABLE 5.—Property, receipts, and expenditures of

| | City. | Total taxable property in the city. | | Estimated actual value of all public property used for school purposes. | Receipts for the school year 1890-91. | | | | |
|-----------------------|---------------------|-------------------------------------|--------------------------------------|---|---------------------------------------|------------------------------------|------------------------------|-------------------------|-----------|
| | | Assessed value. | Cash value, based on the assessment. | | From State apportionment or taxes. | From city appropriations or taxes. | From county and other taxes. | From all other sources. | Total. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| MINNESOTA. | | | | | | | | | |
| 188 | Duluth..... | | | \$736,895 | \$13,131 | \$193,997 | | \$39,481 | \$346,609 |
| 189 | Mankato..... | \$2,851,905 | \$2,851,905 | *65,000 | 8,198 | | \$21,120 | 568 | 29,887 |
| 190 | Minneapolis..... | 136,944,372 | 195,634,818 | 2,200,000 | 83,237 | 357,689 | 127,260 | 15,484 | 588,670 |
| 191 | St. Paul..... | 122,000,000 | 183,000,000 | 2,557,800 | | 418,703 | 186,242 | 1,984 | 606,929 |
| 192 | Stillwater..... | 5,000,000 | 7,500,000 | 180,000 | 4,311 | 33,697 | 529 | | |
| 193 | Winona..... | 6,614,745 | 11,024,841 | *300,000 | 18,891 | 39,574 | 0 | 55 | 58,520 |
| MISSISSIPPI. | | | | | | | | | |
| 194 | Meridian..... | 4,500,000 | 4,500,000 | 60,000 | | | | | |
| 195 | Natchez..... | 3,324,104 | 4,986,156 | 40,000 | 1,734 | 10,668 | 0 | 0 | 12,302 |
| 196 | Vicksburg..... | 5,000,000 | 5,000,000 | 33,600 | 3,100 | 18,132 | 2,040 | | 23,272 |
| MISSOURI. | | | | | | | | | |
| 197 | Hannibal..... | 3,100,000 | 5,166,666 | 77,900 | 66,281 | 24,929 | (b) | 676 | 31,887 |
| 198 | Joplin..... | 971,069 | 2,913,207 | 75,000 | 5,963 | (17,049) | | 0 | 23,012 |
| 199 | Kansas City..... | 55,000,000 | 137,500,000 | 1,545,335 | 62,102 | 0 | 296,800 | 4,819 | 363,721 |
| 200 | Moberly..... | 1,315,615 | 1,315,615 | 69,000 | 5,069 | 12,593 | 1,619 | 301 | 19,532 |
| 201 | St. Joseph..... | 20,000,000 | 60,000,000 | 400,000 | 26,979 | (96,313) | | 12,989 | 133,281 |
| 202 | St. Louis..... | 215,932,200 | 245,932,200 | 3,287,411 | 109,038 | 944,170 | 18,101 | 141,588 | 1,212,837 |
| 203 | Sedalia..... | 2,663,100 | | 135,000 | 4,552 | 32,200 | | 8,961 | 45,713 |
| 204 | Springfield..... | | | 175,000 | 10,539 | 36,604 | 2,093 | 608 | 49,844 |
| MONTANA. | | | | | | | | | |
| 205 | Butte City..... | 16,418,958 | 16,418,958 | 325,000 | | | 45,101 | 15,257 | 60,358 |
| 206 | Helena..... | 25,000,000 | 25,000,000 | 500,000 | | | 40,377 | 500 | 40,877 |
| NEBRASKA. | | | | | | | | | |
| 207 | Beatrice..... | 1,400,000 | 7,000,000 | 110,000 | 2,422 | 16,705 | 0 | 11,583 | 30,710 |
| 208 | Hastings..... | 800,000 | 4,000,000 | 85,000 | 2,935 | 18,316 | | 79 | 21,330 |
| 209 | Kearney..... | 1,405,701 | 7,033,505 | 200,000 | 1,684 | 4,030 | 19,864 | | 25,548 |
| 210 | Lincoln..... | 5,000,000 | | 391,000 | 12,680 | 96,896 | 1,378 | | 110,954 |
| 211 | Nebraska City*..... | | | | 3,594 | 3,118 | 11,791 | 109 | 18,612 |
| 212 | Omaha..... | 21,000,000 | 105,000,000 | 1,153,250 | 32,033 | 98,630 | 280,851 | 1,120 | 407,634 |
| 213 | Plattsmouth..... | | | 40,000 | 2,828 | 6,474 | 6,085 | 55 | 15,482 |
| 214 | South Omaha..... | | | 150,000 | 1,589 | 1,186 | 0 | 38,793 | 41,568 |
| NEVADA. | | | | | | | | | |
| 215 | Virginia City..... | | | 71,650 | 32,671 | | 8,633 | | 41,324 |
| NEW HAMPSHIRE. | | | | | | | | | |
| 216 | Concord..... | | | | | | | | |
| 217 | Dover..... | 8,887,977 | 8,887,977 | 175,000 | 1,728 | 46,238 | | 331 | 48,300 |
| 218 | Manchester..... | 24,872,492 | | 420,800 | 5,288 | 93,108 | | 459 | 98,855 |
| 219 | Nashua..... | | | 457,827 | | 25,500 | 19,950 | 3,389 | 48,839 |
| 220 | Portsmouth..... | | | 85,000 | 1,344 | 27,500 | | 902 | 29,746 |
| NEW JERSEY. | | | | | | | | | |
| 221 | Atlantic City*..... | 5,000,000 | 15,000,000 | 103,000 | 11,504 | 22,333 | | 7,200 | 41,037 |
| 222 | Bayonne..... | 10,057,411 | 10,057,411 | 185,000 | 18,679 | 27,500 | 63 | | 46,242 |
| 223 | Bridgeton*..... | | | 40,000 | | | | | |
| 224 | Camden..... | 17,000,000 | 22,666,668 | 700,000 | 17,000 | 138,104 | 0 | | 155,104 |
| 225 | Elizabeth..... | 14,761,300 | 14,761,300 | 218,000 | 50,221 | 20,356 | 0 | 0 | 70,571 |
| 226 | Harrison..... | 2,500,000 | 3,750,000 | 15,000 | | | | | 10,180 |
| 227 | Hoboken..... | 21,026,190 | 30,037,414 | 300,000 | 65,460 | 147,222 | | 2,000 | 214,682 |
| 228 | Jersey City..... | 78,557,415 | 78,957,415 | 665,930 | 262,397 | 26,083 | | 57,812 | 346,262 |

* Statistics of 1889-90.

a The accounts of the evening schools are not kept separate.

b Receipts from the State apportionment and from county taxes are reported together.

c Overdraft, \$10,151.

public schools of cities of over 8,000 inhabitants—Continued.

| Receipts from loans and bond sales. | Balance on hand from last school year (1889-90). | Total sum available for use during the year. | Expenditures for the school year 1890-91. | | | | | Paid on principal of loans and bonded debts. | Amount carried forward to next school year (1891-92). | |
|-------------------------------------|--|--|---|--|------------------------------------|----------------------|-----------|--|---|-------|
| | | | Permanent investments and last- ing improve- ments. | For salaries of teachers and su- pervising offi- cers. | Current and inci- dental expenses. | For evening schools. | Total. | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
| \$50,000 | \$121,032 | \$417,641 | \$222,176 | \$52,410 | \$68,522 | ----- | \$343,108 | ----- | \$74,533 | 188 |
| 30,369 | 298 | 60,554 | 11,426 | 13,330 | 8,570 | 0 | 33,326 | 0 | 27,228 | 189 |
| 299,000 | 60,720 | 948,390 | 116,254 | 383,051 | 109,883 | (a) | 609,188 | 299,500 | 39,702 | 190 |
| 774,139 | 10,685 | 1,391,753 | 173,518 | 388,185 | 56,435 | ----- | 618,138 | 711,279 | 62,336 | 191 |
| ----- | 7,508 | 53,373 | ----- | 23,889 | 16,954 | ----- | 40,843 | 4,500 | 8,030 | 192 |
| 0 | 39,290 | 97,810 | 0 | 32,595 | 17,003 | \$520 | 50,121 | ----- | 42,689 | 193 |
| ----- | ----- | 13,500 | ----- | 12,000 | ----- | ----- | 13,500 | ----- | ----- | 194 |
| 0 | 0 | 12,302 | 0 | 10,935 | 1,367 | 0 | 12,302 | 0 | 0 | 195 |
| 0 | 1,234 | 24,566 | 2,089 | 12,448 | 4,080 | ----- | 18,617 | 4,000 | 1,889 | 196 |
| ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| 0 | 2,923 | 34,810 | 1,113 | 18,641 | 7,788 | 0 | 27,542 | 3,000 | ----- | 197 |
| 0 | 28,239 | 51,251 | 25,612 | 14,601 | 6,626 | 0 | 45,839 | 0 | 4,412 | 198 |
| 0 | 206,898 | 570,619 | 190,088 | 232,898 | 53,119 | 0 | 466,105 | 32,320 | 72,194 | 199 |
| 0 | 5,370 | 24,902 | 1,435 | 9,962 | 3,830 | 0 | 15,227 | 3,000 | 6,675 | 200 |
| 2,612 | 0 | 138,893 | ----- | 73,622 | 75,422 | 0 | 149,044 | ----- | 0 | 201 |
| 0 | 122,058 | 1,334,955 | 218,000 | 713,653 | 310,831 | 16,688 | 1,259,172 | 0 | 75,783 | 202 |
| 1,928 | ----- | 47,651 | 5,341 | 25,044 | 11,133 | ----- | 41,518 | 6,000 | 133 | 203 |
| ----- | 18,034 | 67,878 | 10,476 | 26,419 | 5,317 | ----- | 42,212 | 4,478 | ----- | 204 |
| ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| 48,716 | 16,628 | 125,702 | 38,591 | 33,871 | 12,500 | 0 | 84,962 | ----- | 10,040 | 205 |
| ----- | ----- | 65,000 | ----- | 37,000 | 13,000 | ----- | 75,000 | 12,000 | 0 | 206 |
| ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| 0 | 11,457 | 42,167 | 3,617 | 21,355 | 8,195 | 0 | 33,167 | 0 | 9,000 | 207 |
| 0 | 14,595 | 35,925 | 1,985 | 13,220 | 6,325 | 0 | 21,530 | 0 | ----- | 208 |
| 0 | 6,000 | 31,548 | ----- | 17,500 | 6,402 | 0 | 23,902 | ----- | 7,646 | 209 |
| 0 | 36,386 | 147,350 | 26,411 | 60,051 | 25,693 | 0 | 112,155 | 0 | 35,185 | 210 |
| 21,529 | 9,226 | 49,367 | 21,470 | 13,930 | 4,770 | 0 | 40,170 | 0 | 9,197 | 211 |
| 0 | 42,623 | 450,257 | 12,123 | 218,791 | 125,620 | ----- | 356,534 | 43 | 93,680 | 212 |
| 0 | 1,473 | 16,955 | ----- | 11,878 | 3,265 | ----- | 15,143 | 0 | 1,812 | 213 |
| 0 | 24,723 | 66,291 | 13,236 | 14,814 | 7,205 | 0 | 35,255 | 0 | 31,036 | 214 |
| ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| 0 | 331 | 41,655 | ----- | 28,793 | 12,862 | 0 | 41,655 | 0 | 0 | 215 |
| ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| 0 | 379 | 48,679 | 19,768 | 20,925 | 6,887 | 204 | 47,784 | 0 | 895 | 216 |
| 0 | 0 | 98,855 | 27,027 | 52,429 | 17,782 | 1,617 | 98,855 | ----- | ----- | 217 |
| 0 | 4 | 48,843 | 4,158 | 26,489 | 18,394 | 2,802 | 51,843 | ----- | ----- | 218 |
| (e) | ----- | ----- | 30,145 | 20,365 | 9,667 | 150 | 60,327 | ----- | ----- | 219 |
| ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | 220 |
| ----- | 634 | 41,671 | 0 | 18,572 | 12,593 | ----- | 31,165 | 5,333 | 5,163 | 221 |
| ----- | 1,024 | 47,266 | 2,800 | 34,439 | 9,086 | ----- | 46,325 | ----- | 941 | 222 |
| ----- | ----- | 17,703 | 332 | 13,550 | 3,030 | ----- | 16,912 | ----- | ----- | 223 |
| ----- | ----- | 155,704 | 42,500 | (111,900) | ----- | 704 | 155,104 | ----- | ----- | 224 |
| 0 | 12,406 | 82,977 | 1,730 | 51,676 | 20,410 | 0 | 73,816 | 0 | 9,161 | 225 |
| ----- | ----- | 10,180 | ----- | (10,180) | ----- | ----- | 10,180 | ----- | ----- | 226 |
| ----- | ----- | ----- | 100,000 | 89,385 | 23,837 | 1,460 | 214,682 | ----- | ----- | 227 |
| ----- | 50,000 | 396,262 | 18,278 | 231,828 | 33,046 | ----- | 283,152 | 14,000 | 99,110 | 228 |

a Fines and licenses.

e The sale of bonds is not controlled by the Board of Education and the accounts respecting them are not accessible.

TABLE 5.—*Property, receipts, and expenditures of*

| City. | Total taxable property in the city. | | Estimated actual value of all public property used for school purposes. | Receipts for the school year 1890-91. | | | | |
|------------------------------|-------------------------------------|--------------------------------------|---|---------------------------------------|------------------------------------|------------------------------|-------------------------|-----------|
| | Assessed value. | Cash value, based on the assessment. | | From State appropriation or taxes. | From city appropriations or taxes. | From county and other taxes. | From all other sources. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| NEW JERSEY. | | | | | | | | |
| 229 Millville * | \$2,900,000 | ----- | \$48,000 | \$2,477 | \$11,927 | \$7,971 | \$9 | \$22,394 |
| 230 Morristown | 7,507,920 | 87,507,920 | 70,000 | 10,541 | 10,750 | ----- | 855 | 22,146 |
| 231 New Brunswick | 10,050,000 | 10,050,000 | 100,000 | 19,005 | 23,573 | ----- | 648 | 46,226 |
| 232 Newark | 117,428,685 | 146,785,855 | 1,370,375 | 324,972 | 145,700 | ----- | 263 | 470,935 |
| 233 Orange | 6,732,000 | 13,464,000 | 165,000 | 54,790 | 8,000 | ----- | 890 | 43,620 |
| 234 Passaic | 3,404,025 | 8,510,062 | 106,000 | ----- | 40,033 | ----- | ----- | 40,033 |
| 235 Paterson | 28,824,280 | 43,236,420 | 450,000 | (168,718) | ----- | ----- | ----- | 168,718 |
| 236 Perth Amboy * | ----- | ----- | 45,000 | ----- | ----- | ----- | ----- | ----- |
| 237 Phillipsburg | 2,774,083 | 2,774,083 | 61,000 | 14,872 | 5,935 | ----- | 20,114 | 40,921 |
| 238 Plainfield | 6,333,000 | 11,514,545 | 180,000 | 14,638 | 31,732 | ----- | 1,486 | 47,856 |
| 239 Trenton | 27,000,000 | 40,500,000 | 373,000 | 87,719 | 32,022 | 0 | 0 | 119,742 |
| 240 Union* | ----- | ----- | 60,000 | 11,931 | 11,000 | ----- | ----- | 22,931 |
| NEW YORK. | | | | | | | | |
| 241 Albany | 69,662,671 | 69,662,571 | 930,000 | 49,480 | 180,660 | ----- | 6,815 | 236,955 |
| 242 Amsterdam | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| 243 District No. 8 | 3,777,440 | 7,554,880 | 25,000 | 2,932 | 6,324 | ----- | 303 | 9,559 |
| 243 District No. 11* | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| 244 Auburn | 10,846,732 | 16,270,098 | 280,000 | 16,575 | 62,483 | ----- | 1,005 | 80,123 |
| 245 Binghamton | 18,314,518 | 18,314,518 | 323,200 | 20,797 | 86,645 | 0 | 1,454 | 108,866 |
| 246 Brooklyn | 452,758,601 | 646,798,001 | 6,207,304 | 378,722 | 1,900,329 | ----- | 26,280 | 2,305,331 |
| 247 Buffalo | ----- | ----- | 1,418,351 | 125,797 | 289,226 | ----- | 4,678 | 419,701 |
| 248 Cohoes | *11,000,000 | *11,000,000 | 111,000 | 12,230 | 31,942 | ----- | 1,624 | 45,797 |
| 249 Cortland | 1,931,715 | 7,726,860 | 25,000 | 3,770 | 6,525 | ----- | ----- | 10,295 |
| 250 Dunkirk | ----- | ----- | 118,000 | 7,220 | 18,805 | 0 | 0 | 26,025 |
| 251 Edgewater* | 505,880 | 2,023,520 | 19,701 | 1,265 | ----- | 6,401 | 1,669 | 9,335 |
| 252 Elmira | 14,864,487 | 22,296,732 | 378,000 | 17,853 | 50,475 | ----- | 999 | 69,327 |
| 253 Flushing | 2,349,535 | 7,048,605 | 100,000 | 4,384 | 17,622 | ----- | 3,848 | 25,854 |
| 254 Glens Falls | 4,016,110 | 4,016,110 | 70,000 | 4,540 | 11,550 | ----- | 940 | 17,030 |
| 255 Gloversville | ----- | ----- | 77,000 | 7,470 | 23,277 | ----- | 1,414 | 32,162 |
| 256 Hornellsville | 4,433,359 | 4,433,359 | 77,500 | 8,485 | 19,038 | ----- | 495 | 28,018 |
| 257 Hudson | 5,384,121 | 5,982,359 | 52,000 | 5,359 | 7,000 | 0 | 909 | 13,268 |
| 258 Ithaca | 2,925,873 | 8,359,637 | 145,000 | 9,155 | 20,160 | 0 | 3,151 | 32,466 |
| 259 Jamestown | 4,222,742 | 12,668,226 | 195,800 | 12,878 | 31,853 | 0 | 988 | 45,719 |
| 260 Kingston school district | 6,215,000 | 6,215,000 | 188,000 | 7,095 | 22,986 | ----- | 2,275 | 32,356 |
| 261 Lansingburg | 6,025,000 | 6,025,000 | 78,000 | 7,632 | 21,940 | 0 | 206 | 29,778 |
| 262 Little Falls | 1,295,000 | ----- | 86,500 | 4,833 | 8,427 | ----- | 6,881 | 20,141 |
| 263 Lockport | 6,449,508 | 6,449,508 | 265,000 | 10,294 | 24,000 | 200 | 9,758 | 44,252 |
| 264 Long Island City | 10,058,587 | 30,169,761 | 225,000 | 16,746 | 57,022 | ----- | ----- | 73,768 |
| 265 Middletown | 2,721,975 | 2,721,975 | 84,440 | 5,624 | 14,122 | 0 | 2,245 | 21,991 |
| 266 Mount Vernon | 3,250,000 | 13,000,000 | *141,000 | 8,415 | 47,895 | ----- | 1,022 | 57,332 |
| 267 New Rochelle | 2,828,825 | 11,315,300 | 99,500 | 4,362 | 31,976 | ----- | 234 | 236,392 |
| 268 New York | 1,785,857,338 | 2,551,224,768 | 17,307,592 | 668,000 | 4,491,337 | 0 | 0 | 5,189,367 |
| 269 Newburg | 9,328,170 | 31,093,900 | 275,000 | 13,740 | 59,098 | ----- | 1,651 | 74,489 |
| 270 Ogdensburg | ----- | ----- | 97,888 | 6,205 | 16,500 | ----- | 3,106 | 25,811 |
| 271 Oswego | 9,290,400 | 9,290,400 | 182,000 | 13,071 | 30,000 | 0 | 815 | 43,886 |
| 272 Peekskill | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| 272 Drum Hill district | 1,031,138 | 1,374,852 | 17,500 | 2,199 | 4,713 | 2,554 | 138 | 9,604 |
| 273 Oakside district | 1,303,085 | 2,171,808 | 45,000 | 2,437 | ----- | 8,297 | 139 | 10,873 |
| 274 Port Jervis | 1,500,000 | 4,500,000 | 85,000 | 8,193 | 19,716 | ----- | 1,027 | 28,936 |
| 275 Poughkeepsie | 12,435,170 | 17,765,957 | 130,488 | 12,918 | 34,050 | 1,679 | 0 | 48,647 |
| 276 Rochester | 93,991,700 | 117,489,625 | 1,003,993 | 86,291 | 385,000 | 0 | 8,321 | 479,612 |
| 277 Rome | 5,000,000 | 5,000,000 | 100,000 | 7,926 | 17,383 | 0 | 1,519 | 26,838 |
| 278 Saratoga Spr'gs. | 4,169,160 | 12,507,480 | 135,000 | 8,474 | 48,000 | 0 | 1,243 | 57,717 |
| 279 Schenectady | ----- | ----- | 145,000 | 9,776 | 22,000 | ----- | 2,000 | 33,776 |
| 280 Sing Sing | 1,934,454 | 5,863,362 | 72,900 | 4,834 | 20,040 | ----- | 988 | 25,862 |
| 281 Syracuse | ----- | ----- | 785,000 | 48,424 | 225,098 | ----- | 6,956 | 280,478 |

*Statistics of 1889-90.

a Overdraft of previous year.

b The items reported amount to \$110,546.

c Permanent investments and current expenses are reported together.

d The items reported amount to \$36,572.

public schools of cities of over 8,000 inhabitants—Continued.

| Receipts from loans and bond sales. | Balance on hand from last school year (1899-90). | Total sum available for use during the year. | Expenditures for the school year 1890-91. | | | | | Paid on principal of loans and bonded debts. | Amount carried forward to next school year (1891-92). |
|-------------------------------------|--|--|---|--|------------------------------------|----------------------|-----------|--|---|
| | | | Permanent investments and last- ing improve- ments. | For salaries of teachers and su- pervising offi- cers. | Current and inci- dental expenses. | For evening schools. | Total. | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 0 | \$967 | \$23,351 | \$1,074 | \$16,805 | \$3,125 | \$750 | \$21,754 | 0 | \$1,597 |
| 0 | 8,704 | 30,850 | 0 | 13,290 | 3,939 | | 17,229 | \$2,000 | 11,621 |
| 533 | 46,759 | 46,759 | | 27,015 | 11,393 | 310 | 38,718 | 5,000 | 3,041 |
| 18,608 | 489,543 | 33,380 | 323,439 | 97,681 | 16,063 | | 470,563 | 0 | 18,980 |
| 165 | 43,785 | 229 | 28,827 | 10,734 | | | 39,790 | | 3,995 |
| 0 | 40,093 | 2,519 | 20,408 | 7,558 | 1,048 | | 31,533 | 8,500 | 234 |
| 0 | 4,520 | 2,500 | 113,432 | 28,069 | 3,835 | | 147,836 | | 25,402 |
| 0 | | 4,640 | 7,519 | 2,997 | | | 15,156 | | 236 |
| 0 | 6,085 | 19,240 | 13,903 | 4,473 | | | 37,616 | | 9,390 |
| 0 | 8,239 | 287 | 25,851 | 13,475 | | | 39,613 | 4,000 | 12,482 |
| \$6,000 | 58,409 | 184,151 | 6,000 | 80,432 | 35,358 | 2,947 | 124,737 | | 59,414 |
| | | 22,931 | | 17,142 | 5,153 | | 22,295 | | 240 |
| 0 | 90,115 | 327,070 | 23,510 | 175,405 | 31,829 | 0 | 230,744 | 0 | 96,326 |
| 4,500 | 642 | 14,701 | 4,776 | 6,800 | 1,529 | | 13,105 | | 1,596 |
| | | | | | | | 12,504 | | 243 |
| 0 | 2,143 | 82,266 | 11,697 | 48,326 | 12,301 | 881 | 73,205 | 4,000 | 5,061 |
| 124,960 | 1,426,204 | 3,856,495 | 533,769 | 1,451,760 | 493,357 | 47,584 | 99,184 | a616 | 9,066 |
| 310,972 | 214,202 | 944,875 | 136,967 | 499,131 | 69,230 | 16,067 | 2,526,470 | 5,660 | 1,330,025 |
| 0 | 15,974 | 61,772 | 6,275 | 37,782 | 9,740 | | 53,798 | | 7,974 |
| 0 | 2,366 | 12,661 | 0 | 7,376 | 2,596 | 0 | 9,972 | 0 | 2,689 |
| 0 | 5,089 | 31,114 | 2,172 | 19,205 | 6,773 | 0 | 23,150 | 0 | 2,964 |
| 0 | 1,388 | 10,723 | 1,527 | 4,950 | 2,029 | | 8,505 | 1,000 | 1,217 |
| 0 | 9,906 | 79,233 | 12,822 | 52,587 | 10,693 | 0 | 76,102 | 0 | 3,131 |
| 13,515 | 0 | 39,369 | 13,516 | 13,792 | 7,381 | | 34,083 | 4,680 | 0 |
| 27,553 | | 44,583 | 22,422 | 10,905 | 3,048 | | 36,375 | 3,302 | 4,905 |
| | 2,221 | 34,387 | 8,031 | 16,900 | 5,889 | | 30,821 | | 3,566 |
| 0 | 6,478 | 34,496 | 2,460 | 19,048 | 3,764 | | 25,272 | 1,500 | 7,724 |
| 0 | 7,163 | 20,431 | 282 | 12,067 | 1,233 | 0 | 13,582 | 0 | 6,849 |
| 0 | 3,135 | 35,601 | 1,032 | 20,356 | 6,995 | 0 | 28,433 | 5,000 | 2,168 |
| 0 | 0 | 45,719 | 5,662 | 30,709 | 8,193 | 0 | 42,564 | 0 | 3,155 |
| | 0 | 32,356 | 1,143 | 21,658 | 6,259 | 0 | 29,050 | 3,306 | 0 |
| 0 | 3,478 | 33,256 | | 19,179 | 7,199 | 0 | 26,378 | 3,000 | 3,878 |
| 2,500 | 307 | 22,948 | | 13,260 | 9,316 | | 22,576 | | 372 |
| 62,378 | 32,010 | 138,640 | 73,819 | 27,685 | 9,042 | 0 | 6108,946 | 0 | 29,693 |
| 112,299 | 25,660 | 211,727 | c101,720 | 66,244 | (c) | 2,542 | 170,506 | 15,049 | 26,173 |
| 0 | 23,389 | 45,380 | 2,838 | 16,732 | 4,469 | 0 | 24,039 | 0 | 21,341 |
| 0 | 30,120 | 87,452 | 18,500 | 33,658 | 3,500 | 0 | 55,658 | 0 | 31,794 |
| 0 | 7,120 | 43,512 | 1,636 | 17,023 | 5,158 | | 23,817 | 7,059 | 12,636 |
| 0 | 0 | 5,189,397 | 927,579 | 3,236,029 | e1,035,759 | (e) | 5,189,367 | 0 | 0 |
| 0 | 35 | 74,524 | 19,611 | 41,000 | 14,812 | | 75,423 | 0 | 70 |
| 0 | 14,244 | 40,045 | 3,008 | 17,314 | 6,248 | | 26,572 | | 13,484 |
| 0 | 1,510 | 45,396 | 3,699 | 32,872 | 7,147 | 0 | 43,718 | 0 | 1,678 |
| | 568 | 10,172 | 1,021 | 5,623 | 3,191 | | 9,835 | 511 | (g) |
| | 253 | 11,126 | 365 | 5,779 | 1,831 | | 7,975 | 2,500 | 651 |
| | 1,846 | 30,782 | 8,193 | 17,844 | 4,563 | | h24,520 | 3,000 | 3,262 |
| 0 | 22,993 | 71,640 | 3,500 | 33,845 | 13,081 | 0 | 50,426 | 0 | 21,214 |
| 0 | 6,422 | 486,034 | 135,144 | 229,430 | 90,023 | 3,020 | 457,617 | 0 | 28,417 |
| 0 | 221 | 27,049 | 2,870 | 19,945 | 4,234 | | 27,049 | | 0 |
| 0 | 41,466 | 91,183 | 33,926 | 28,073 | 8,079 | 0 | 70,078 | 0 | 29,105 |
| 37,428 | | 71,201 | 40,367 | 22,762 | 8,072 | 0 | 71,201 | 0 | 0 |
| 6,000 | 5,987 | 37,849 | 1,998 | 13,330 | 5,907 | | 21,235 | 11,000 | 5,614 |
| 0 | 112,798 | 293,276 | 31,022 | 160,560 | 45,731 | 1,990 | 239,353 | | 153,923 |

e The accounts of the evening schools are not kept separate.

f Deficit \$101.

g Deficit \$175.

h The items reported amount to \$30,600.

TABLE 5.—Property, receipts, and expenditures of

| | City. | Total taxable property in the city. | | Estimated actual value of all public property used for school purposes. | Receipts for the school year 1890-'91. | | | | |
|---------------------|-----------------------|-------------------------------------|-------------------------------------|---|--|------------------------------------|------------------------------|-------------------------|-----------|
| | | Assessed value. | Cash value based on the assessment. | | From State appropriation or taxes. | From city appropriations or taxes. | From county and other taxes. | From all other sources. | Total. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| NEW YORK—continued. | | | | | | | | | |
| 282 | Troy | \$37,253,183 | \$37,253,183 | \$465,950 | \$31,253 | \$94,300 | 0 | \$2,485 | \$128,038 |
| 283 | Utica | 18,791,658 | 18,791,658 | 558,295 | 25,876 | 79,000 | ----- | 2,781 | 107,657 |
| 284 | Watertown | *6,300,000 | *6,300,000 | 137,000 | 11,034 | 35,104 | ----- | 3,180 | 49,319 |
| 285 | West Troy | 3,736,869 | 3,736,869 | 43,000 | ----- | ----- | ----- | ----- | ----- |
| 286 | Yonkers | 24,127,000 | 24,127,000 | 345,322 | 14,335 | 86,049 | 0 | 10,129 | 110,513 |
| NORTH CAROLINA. | | | | | | | | | |
| 287 | Asheville | 8,500,000 | 12,750,000 | 40,000 | 3,500 | 8,500 | 0 | 500 | 12,500 |
| 288 | Charlotte* | ----- | ----- | 25,000 | 2,500 | 4,500 | \$7,000 | ----- | 14,000 |
| 289 | Winston* | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| OHIO. | | | | | | | | | |
| 290 | Akron | 11,617,000 | 19,361,667 | 575,000 | 14,836 | 107,020 | 0 | 695 | 122,551 |
| 291 | Ashtabula* | ----- | ----- | 60,000 | ----- | ----- | ----- | ----- | ----- |
| 292 | Bellaire | ----- | ----- | 56,000 | ----- | ----- | ----- | ----- | ----- |
| 293 | Canton | ----- | ----- | ----- | 13,430 | 90,174 | ----- | 610 | ----- |
| 294 | Chillicothe | 5,220,840 | 7,831,260 | 114,850 | 5,841 | 35,875 | 0 | 608 | 42,324 |
| 295 | Cincinnati | 179,000,000 | ----- | 3,000,000 | 135,271 | 507,375 | 0 | 43,939 | 687,585 |
| 296 | Cleveland | 115,000,000 | 460,000,000 | 3,600,000 | 122,129 | ----- | 709,706 | 2,313 | 834,239 |
| 297 | Columbus | 43,797,140 | 87,594,280 | 1,613,700 | 42,987 | 261,364 | 0 | 6,694 | 311,045 |
| 298 | Dayton | ----- | ----- | *650,000 | 28,552 | 210,332 | ----- | 3,558 | 212,412 |
| 299 | Delaware | 3,945,214 | 5,260,285 | 130,500 | 3,696 | 22,819 | ----- | 321 | 26,836 |
| 300 | East Liverpool* | 2,124,430 | 2,124,430 | 82,000 | 5,665 | 15,961 | ----- | 1,701 | 23,327 |
| 301 | Findlay* | 4,120,000 | 12,360,000 | 226,900 | 6,108 | 49,506 | ----- | 1,130 | 56,744 |
| 302 | Hamilton | 7,200,000 | 10,800,000 | 140,000 | 9,086 | 40,855 | 0 | 78 | 50,023 |
| 303 | Ironton | 3,000,000 | 3,000,000 | 110,000 | 5,787 | 0 | 23,491 | 647 | 32,905 |
| 304 | Lima | 3,400,000 | 6,800,000 | 180,000 | 6,261 | 39,216 | 0 | 349 | 39,598 |
| 305 | Mansfield | ----- | ----- | 180,000 | 6,261 | 39,216 | 0 | 348 | 45,828 |
| 306 | Marietta | 3,212,299 | 3,212,299 | *40,000 | 4,510 | 17,115 | ----- | 5,419 | 27,044 |
| 307 | Marion* | ----- | ----- | 97,000 | ----- | ----- | ----- | ----- | ----- |
| 308 | Massillon* | ----- | ----- | 140,000 | ----- | ----- | ----- | ----- | ----- |
| 309 | Newark | 6,042,100 | 9,063,154 | *141,800 | 7,538 | 43,427 | ----- | 603 | ----- |
| 310 | Piqua | 3,762,000 | 5,643,000 | 157,000 | 5,050 | 24,341 | 0 | 479 | 29,870 |
| 311 | Portsmouth* | ----- | ----- | 180,000 | 6,397 | 26,319 | 91 | 1,817 | 34,624 |
| 312 | Sandusky | ----- | ----- | ----- | 10,013 | 41,772 | 15,577 | ----- | 67,362 |
| 313 | Springfield | 16,500,000 | 33,000,000 | 250,000 | 14,667 | 92,680 | 307 | 6,414 | 114,038 |
| 314 | Staubenville | 5,493,810 | 5,493,810 | 160,000 | 7,409 | 22,143 | 60 | 414 | 30,026 |
| 315 | Tiffin | ----- | ----- | 135,000 | 5,521 | 24,132 | 64 | 40 | 29,557 |
| 316 | Toledo | 42,000,000 | ----- | 855,000 | 45,601 | 187,605 | 0 | 1,241 | 234,350 |
| 317 | Youngstown | 6,500,000 | 13,571,428 | 475,000 | 14,191 | 61,388 | ----- | 918 | 76,497 |
| 318 | Zanesville* | ----- | ----- | 250,000 | 9,546 | 49,302 | ----- | 1,784 | 60,633 |
| OREGON. | | | | | | | | | |
| 319 | East Portland | ----- | ----- | 143,750 | 3,230 | 13,482 | 13,803 | 12,453 | 42,968 |
| 320 | Portland | 24,230,000 | ----- | 459,000 | 21,843 | 95,551 | 73,410 | 2,859 | 193,663 |
| PENNSYLVANIA. | | | | | | | | | |
| 321 | Allegheny | *59,875,435 | *59,875,435 | 1,290,306 | 34,128 | 296,957 | ----- | ----- | ----- |
| 322 | Allentown | 14,689,605 | 14,689,605 | *488,000 | 10,486 | 80,065 | ----- | 90 | 90,640 |
| 323 | Altoona | 12,600,000 | 16,800,000 | 390,000 | 10,227 | 69,945 | 0 | 354 | 80,536 |
| 324 | Beaver Falls | ----- | ----- | 70,000 | 3,141 | 20,983 | ----- | ----- | 24,124 |
| 325 | Braddock | ----- | ----- | ----- | 2,556 | 13,722 | ----- | ----- | 16,278 |
| 326 | Bradford | 2,240,348 | 2,240,348 | 800,000 | 2,954 | 30,419 | 0 | 23,435 | 56,808 |
| 327 | Butler | 1,700,000 | 5,100,000 | 75,000 | 2,881 | 21,100 | 0 | 187 | 24,168 |
| 328 | Carbondale | 1,232,688 | 3,698,064 | 81,600 | 3,989 | 18,608 | 0 | 135 | 22,732 |
| 329 | Chester | 9,322,445 | 13,983,669 | 170,000 | 7,391 | 42,208 | 0 | 874 | 50,473 |

* Statistics of 1889-90.

a The items reported amount to \$142,259.

b Amount paid on bonds is reported with current expenses.

c Overdraft \$21,754.

d Estimated.

e The items reported amount to \$51,333.

public schools of cities of over 8,000 inhabitants—Continued.

| Receipts from loans and bond sales. | Balance on hand from last school year (1889-90). | Total sum available for use during the year. | Expenditures for the school year 1890-91. | | | | | Paid on principal of loans and bonded debts. | Amount carried forward to next school year (1891-92). |
|-------------------------------------|--|--|---|--|----------------------------------|----------------------|--------------------------------|--|---|
| | | | Permanent investments and last-year improvements. | For salaries of teachers and supervising officers. | Current and incidental expenses. | For evening schools. | Total. | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 0 | \$63,667 7,332 0 | \$191,705 114,989 49,319 | \$7,767 11,272 7,522 | \$104,470 76,326 34,615 | \$15,054 22,673 7,181 | 0 0 | \$127,291 110,271 49,319 | 0 0 | \$64,414 4,718 0 |
| \$218 | 20,732 | 131,463 | 10,433 | 52,582 | 51,339 | \$2,859 | 117,293 | \$5,000 | 9,170 |
| 5,000 0 | 0 0 | 17,500 14,000 | 500 0 | 10,500 12,000 | 1,500 2,000 | 0 0 | 12,500 14,000 | 5,000 | 0 |
| 0 | 45,595 | 168,146 33,871 | 39,923 | 54,013 9,050 | 27,429 | 0 | 121,355 21,861 | 10,000 | 36,781 |
| 0 | 4,632 | 3,970 | | 14,018 | 5,820 | | 23,218 | 4,032 | 6,720 |
| 0 | 38,045 | 128,350 | | 48,355 | 55,396 | | \$82,557 | (b) | 24,598 |
| 0 | 18,200 | | | 26,510 | 11,951 | 468 | 39,514 | | |
| 200,624 | 81,721 | 769,306 | 25,680 | 639,629 | 56,430 | 0 | 721,739 | 0 | 47,567 |
| 180,450 | 22,101 | 1,034,862 | 277,125 | 511,063 | 256,628 | 11,800 | 1,056,616 | 0 | 70 |
| 0 | 42,599 | 513,596 | 114,227 | 187,852 | 62,598 | 3,116 | 337,793 | 95,000 | 50,803 |
| 0 | 530 | | 103,994 | 144,146 | 55,000 | | 303,140 | | 73,553 |
| 52,799 | 4,163 | 27,366 | | 16,573 | 6,379 | 0 | 22,952 | 0 | 4,414 |
| 20,101 | 9,846 | 27,490 | 4,172 | 12,234 | 8,148 | 0 | 24,554 | | 2,936 |
| 0 | 24,861 | 119,359 | 35,332 | 24,802 | 19,519 | | 79,928 | 20,285 | 19,451 |
| 0 | | 94,935 | 16,127 | 33,325 | 14,620 | 0 | 64,072 | 0 | 50,913 |
| 0 | | 32,905 | | 19,467 | 10,178 | 0 | 29,645 | 0 | 0 |
| 0 | 35,661 | 75,259 | 17,663 | 22,927 | 10,743 | 0 | 53,133 | 2,575 | 19,551 |
| 30,040 | 23,041 | 98,909 | 19,767 | 24,469 | 10,618 | 0 | 54,854 | 0 | 44,055 |
| 13,000 | 6,393 | 46,437 | 9,211 | 16,139 | 4,373 | 175 | 29,898 | 0 | 16,539 |
| | | 35,791 | | 9,960 | | | 22,792 | | |
| | | 38,318 | | 17,262 | | | 32,823 | | |
| | 25,289 | 78,833 | 14,234 | 27,697 | 23,031 | 0 | 65,162 | 0 | 13,731 |
| 0 | 13,014 | 42,884 | 18,476 | 17,033 | 9,802 | 0 | 45,311 | 4,000 | 70 |
| 10,463 | 8,397 | 43,021 | | 21,362 | 6,584 | | 27,946 | 6,000 | 9,073 |
| 0 | 18,149 | 95,974 | 5,269 | 32,137 | 43,089 | | 80,495 | | 15,473 |
| 0 | 33,597 | 147,665 | 6,532 | 68,749 | 21,985 | 615 | 97,881 | 31,954 | 17,876 |
| 0 | 31,654 | 61,680 | | 28,870 | 9,390 | (g) | 38,260 | 0 | 23,420 |
| 0 | 16,067 | 45,624 | 8,365 | 15,074 | 6,463 | 0 | 29,872 | 0 | 15,752 |
| 58,416 | 48,139 | 341,005 | 40,123 | 121,722 | 26,329 | 0 | 188,174 | 95,836 | 56,995 |
| | 41,331 | 117,828 | 25,879 | 44,948 | 25,380 | | 96,207 | 0 | 21,621 |
| | 23,541 | 84,173 | | 41,184 | | | 52,039 | | |
| 0 | 810 | 43,778 | 3,157 | 13,128 | 4,156 | 0 | 20,441 | 2,063 | 21,274 |
| | 27,871 | 221,534 | 69,289 | 83,303 | 22,891 | | 175,483 | 10,000 | 36,031 |
| | | | | | | | | | |
| | | 379,818 | 37,976 | 176,253 | 125,671 | | 339,900 | | |
| 871 | 4,730 | 96,244 | 19,209 | 37,373 | 31,627 | 104 | 91,313 | 0 | 4,931 |
| 70,000 | 28,486 | 179,012 | 66,332 | 44,809 | 27,057 | | 138,168 | 4,900 | 35,914 |
| | | 24,124 | 2,332 | 12,929 | 7,877 | | 23,138 | | |
| | | 16,278 | 2,834 | 9,755 | 3,544 | | 16,183 | | |
| | | 53,808 | 23,230 | 18,266 | 9,669 | | 56,165 | 435 | 160 |
| 0 | 2,618 | 26,783 | 11,994 | 12,658 | 5,643 | 0 | 30,301 | 0 | 70 |
| 2,500 | 52 | 25,284 | 3,665 | 14,173 | 3,313 | 0 | 21,151 | 6,728 | 70 |
| 7,000 | | 57,473 | 17,175 | 29,335 | 9,939 | (g) | 56,449 | 1,200 | 70 |

f Overdraft \$6,427.

g The accounts of the evening schools are not kept separate.

h Deficit.

i Interest on loans and debts is reported with the principal.

TABLE 5.—Property, receipts, and expenditures of

| City. | Total taxable property in the city. | | Estimated actual value of all public property used for school purposes. | Receipts for the school year 1890-91. | | | | |
|-------------------------|-------------------------------------|--------------------------------------|---|---------------------------------------|------------------------------------|------------------------------|-------------------------|-----------|
| | Assessed value. | Cash value, based on the assessment. | | From State appropriation or taxes. | From city appropriations or taxes. | From county and other taxes. | From all other sources. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| PENNSYLVANIA—continued. | | | | | | | | |
| 330 Columbia | \$2,500,000 | | \$45,300 | \$3,886 | \$15,960 | 0 | \$43 | \$19,889 |
| 331 Dunmore | 1,002,000 | \$3,006,000 | 65,000 | 2,906 | 18,214 | \$305 | 15 | 21,440 |
| 332 Easton | 9,132,870 | 9,132,870 | 270,000 | 5,937 | 50,527 | 939 | 2 | 57,405 |
| 333 Erie | 14,809,242 | 29,618,484 | 548,000 | 11,711 | 109,748 | 408 | 7,677 | 129,544 |
| 334 Harrisburg | 20,821,000 | 20,821,000 | 408,998 | 13,509 | 84,970 | | 7,278 | 110,814 |
| 335 Hazleton | 1,026,807 | 4,107,228 | 100,000 | 3,929 | 21,899 | 0 | 0 | 25,827 |
| 336 Johnstown | 2,475,694 | 2,475,694 | 150,000 | 8,110 | 49,189 | | 509 | |
| 337 Lancaster | 13,000,000 | 13,000,000 | 276,900 | 12,710 | 48,579 | 3,625 | 1,053 | 65,965 |
| 338 Lebanon | 7,000,000 | 7,000,000 | 190,000 | 4,620 | 24,558 | | 1,313 | 30,491 |
| 339 McKeesport | | | 191,000 | 7,197 | 44,646 | | 2,074 | 53,917 |
| 340 Mahanoy City | | | 61,000 | 5,240 | 19,035 | | | 24,335 |
| 341 Meadville | 2,028,988 | 4,057,976 | 175,000 | 4,188 | 32,459 | | 1,233 | 37,880 |
| 342 Mount Carmel | | | | 2,780 | 9,765 | | | 12,545 |
| 343 Manticoke | | | 67,000 | 3,701 | 18,734 | | | 22,435 |
| 344 New Castle | 4,600,000 | 9,200,000 | 110,000 | 4,101 | 26,080 | | 1,288 | 31,469 |
| 345 Norristown | 7,967,440 | 7,967,440 | 180,000 | 7,174 | 34,652 | | 1,329 | 43,155 |
| 346 Oil City | 1,843,000 | 7,372,000 | 100,000 | 3,981 | 31,139 | | 781 | 35,901 |
| 347 Philadelphia | 688,713,518 | 765,237,242 | 8,150,223 | 2,962,795 | | | | 2,962,795 |
| 348 Phoenixville | 3,500,000 | 4,666,668 | 65,000 | 3,095 | 18,059 | | 13,243 | 34,397 |
| 349 Pittsburg | 250,000,000 | 250,000,000 | 3,276,000 | 77,243 | 595,914 | | 8,421 | 681,578 |
| 350 Pittston | 760,000 | | *80,000 | 3,484 | | | | |
| 351 Plymouth | 650,000 | 6,500,000 | 50,000 | 3,934 | 10,860 | | | 14,794 |
| 352 Pottstown | 4,870,691 | 9,741,382 | 115,163 | 4,868 | 29,224 | | 118 | 34,210 |
| 353 Pottsville | 4,250,000 | 6,375,000 | 220,000 | 5,789 | 30,245 | | 1,148 | 37,182 |
| 354 Reading | | | 414,800 | 20,544 | 120,000 | | | |
| 355 Scranton | 18,500,000 | 37,000,000 | 500,000 | 24,272 | 171,923 | | 4,000 | 200,195 |
| 356 Shamokin | | | 140,000 | 5,538 | | | | |
| 357 Shenandoah | 1,846,930 | | 92,500 | 5,207 | 26,651 | | 771 | 32,629 |
| 358 South Bethlehem | | | 89,100 | 2,592 | | | | |
| 359 Steelton | 3,452,495 | 3,452,495 | 112,500 | 3,405 | 18,649 | 19 | 3,317 | 25,390 |
| 360 Titusville | 1,400,000 | 1,400,000 | 65,775 | 3,235 | 24,729 | 351 | | 28,315 |
| 361 West Chester | 5,930,515 | 5,930,515 | 100,000 | 3,000 | 24,789 | | | 27,789 |
| 362 Wilkes Barre | 6,675,000 | | 310,000 | 12,033 | 82,576 | 870 | 7,207 | 102,687 |
| 363 Williamsport | | | 266,500 | 10,587 | 71,265 | 7 | 930 | 83,789 |
| 364 York | 9,911,563 | 14,041,381 | 181,247 | 8,559 | 29,988 | | 3,803 | 42,350 |
| RHODE ISLAND. | | | | | | | | |
| 365 Central Falls* | | | 100,000 | | 8,354 | 15,230 | 3,588 | 27,172 |
| 366 Newport | | | 197,694 | 6,181 | 45,772 | | 6,218 | 58,171 |
| 367 Pawtucket | | | 375,000 | 8,700 | 80,000 | 3,276 | 792 | 92,768 |
| 368 Providence | 140,617,060 | 140,617,060 | 1,214,810 | 27,973 | 445,441 | 20,532 | 3,287 | 497,233 |
| 369 Woonsocket* | 12,000,000 | 16,000,000 | 200,000 | 7,708 | 30,700 | 1,290 | 413 | 40,111 |
| SOUTH CAROLINA. | | | | | | | | |
| 370 Charleston | 21,000,000 | 21,000,000 | 150,000 | | 31,639 | 34,448 | 1,500 | 67,587 |
| 371 Columbia | 3,600,000 | 7,200,000 | 35,000 | 0 | 8,800 | 3,900 | 1,104 | 13,804 |
| 372 Greenville | 2,885,470 | 5,770,940 | 35,000 | 1,485 | 5,444 | 427 | | 7,656 |
| SOUTH DAKOTA. | | | | | | | | |
| 373 Sioux Falls | 5,752,161 | | 172,000 | 0 | 36,600 | 7,143 | 0 | 43,743 |
| TENNESSEE. | | | | | | | | |
| 374 Chattanooga | 16,500,000 | 33,000,000 | 210,000 | 27,708 | 64,147 | (g) | 309 | 92,164 |
| 375 Jackson | | | 18,400 | | 7,282 | 5,500 | 109 | 12,891 |
| 376 Knoxville | 12,567,893 | 31,419,758 | 107,800 | 32,362 | 8,603 | | | 41,836 |
| 377 Memphis | 41,624,483 | 41,624,483 | 375,000 | (46,441) | | 48,968 | 11,047 | 106,456 |
| 378 Nashville | 37,918,950 | 56,878,425 | 320,600 | | | | | 0 |

* Statistics of 1889-90.

a The accounts of the evening schools are not kept separate.

b The items reported amount to \$105,757.

c The sum of the items reported is \$113,676.

d The sum of the items reported is \$105,677.

public schools of cities of over 8,000 inhabitants—Continued.

| Receipts from loans and bond sales. | Balance on hand from last school year (1890-91). | Total sum available for use during the year. | Expenditures for the school year 1890-91. | | | | | Paid on principal of loans and bonded debts. | Amount carried forward to next school year (1891-92). |
|-------------------------------------|--|--|--|--|----------------------------------|----------------------|-----------|--|---|
| 10 | 11 | 12 | Permanent investments and lastings improvements. | For salaries of teachers and supervising officers. | Current and incidental expenses. | For evening schools. | Total. | 18 | 19 |
| \$4,400 | \$347 | \$24,636 | | \$12,492 | \$3,698 | | \$16,190 | \$8,417 | \$29 330 |
| 16,098 | 9,365 | 46,903 | \$27,059 | 29,279 | 24,030 | (a) | 40,368 | 0 | 6,535 331 |
| 0 | 888 | 58,293 | 658 | 29,226 | 19,083 | \$990 | 49,957 | 5,000 | 3,336 332 |
| 54,224 | 4,694 | 183,768 | 71,710 | 63,037 | 21,866 | 700 | 157,313 | 0 | 26,455 333 |
| 6,431 | 1,488 | 107,245 | 10,103 | 71,717 | 23,857 | 0 | 295,574 | 11,000 | 671 334 |
| 4,923 | 782 | 31,532 | 9,080 | 16,771 | 5,412 | | 31,263 | 0 | 269 335 |
| | 1,765 | 59,574 | 2,804 | 24,299 | 14,191 | 0 | 41,294 | | 18,280 336 |
| | 895 | 66,862 | 5,025 | 23,880 | 18,811 | (a) | 62,116 | | 4,746 337 |
| 6,000 | 26,015 | 62,506 | 32,436 | 14,060 | 9,252 | 0 | 55,748 | 2,300 | 4,458 338 |
| 78,000 | 38,653 | 170,570 | 63,773 | 28,097 | 16,321 | | 108,191 | 43,200 | 19,179 339 |
| | | | 275 | 11,232 | 4,956 | | 16,463 | | 340 |
| 4,000 | 492 | 42,372 | 2,054 | 24,189 | 10,503 | | 36,748 | 5,500 | 124 341 |
| | | 12,545 | 4,187 | 7,315 | 3,870 | | 12,372 | | 342 |
| | | 22,435 | 2,118 | 12,164 | 6,531 | | 20,813 | | 343 |
| 12,000 | 92 | 43,561 | 13,150 | 19,155 | 6,195 | 1,465 | 39,965 | 0 | 3,506 344 |
| 3,454 | 3,061 | 49,660 | 0 | 29,371 | 12,793 | 0 | 42,166 | 7,000 | 494 345 |
| 25,000 | 470 | 61,371 | 25,000 | 18,238 | 12,000 | 0 | 55,238 | 6,854 | e0 346 |
| 0 | 148,181 | 3,110,976 | 402,202 | 1,568,124 | 733,876 | 38,192 | 2,742,394 | 0 | f 328,213 347 |
| 3,000 | 1,517 | 38,914 | 15,965 | 8,794 | 10,536 | | 35,295 | | 3,619 348 |
| 109,628 | 169,306 | 960,512 | 166,660 | 380,942 | 173,682 | 3,436 | 724,720 | 64,777 | 349 |
| | | 23,048 | 2,117 | 10,955 | 9,166 | | 22,238 | | 350 |
| | 1,499 | 16,293 | 2,233 | 9,532 | 2,787 | 160 | 14,712 | 1,000 | 581 351 |
| 1,012 | 7,771 | 42,994 | 11,512 | 17,991 | 9,667 | 0 | 39,170 | 0 | 3,824 352 |
| 0 | 1,455 | 38,637 | 1,652 | 26,828 | 6,621 | 0 | 35,101 | 3,500 | 36 353 |
| | | 161,406 | 29,661 | 75,395 | 45,782 | | 150,838 | | 354 |
| | 53,498 | 253,693 | 69,500 | 109,587 | 40,280 | 4,046 | 223,413 | 5,000 | 25,280 355 |
| | | 69,573 | 47,509 | 12,047 | 9,344 | | 69,400 | | 356 |
| 2,480 | 581 | 35,690 | 1,547 | 21,376 | 10,232 | (a) | 33,155 | 2,480 | 55 357 |
| | | 46,529 | 19,112 | 16,236 | 12,595 | | 47,943 | | 358 |
| 20,450 | 61 | 45,901 | 16,664 | 14,385 | 4,392 | 0 | 35,441 | 10,400 | 60 359 |
| 7,400 | | 35,715 | | 17,056 | 5,581 | | 22,637 | 9,900 | 3,178 360 |
| | | 27,789 | | 13,525 | 5,022 | | 18,547 | 6,860 | 2,382 361 |
| 0 | 134 | 102,821 | 2,200 | *25,901 | *6,237 | | *50,107 | | e0 362 |
| 13,000 | 88 | 95,877 | 29,191 | 44,988 | 13,631 | | 87,810 | 7,066 | 1,001 363 |
| | 8,877 | 51,227 | 5,516 | 25,652 | 10,022 | | 41,190 | 2,100 | 7,937 364 |
| | | | | | | | | | |
| 0 | 29 | 27,201 | | 13,252 | 3,990 | 450 | 17,692 | 9,212 | 297 365 |
| | 27,133 | 85,304 | | 40,712 | 18,422 | 981 | 60,115 | 0 | 25,189 366 |
| 0 | 57,889 | 150,657 | 36,727 | 59,960 | 17,598 | 4,686 | 118,971 | 0 | 31,686 367 |
| 0 | 0 | 497,233 | 99,774 | 280,602 | 96,860 | 19,997 | 497,233 | 0 | 0 368 |
| 0 | 13,448 | 53,559 | 5,192 | 23,024 | 9,163 | 1,975 | 39,354 | 0 | 14,205 369 |
| | | | | | | | | | |
| | 349 | 67,936 | | 59,941 | 7,995 | | 67,936 | | 0 370 |
| | 185 | 13,989 | 0 | 10,823 | 3,000 | 0 | 13,823 | 0 | 166 371 |
| 7,210 | 0 | 14,866 | 7,210 | 6,627 | 867 | 0 | 14,704 | 0 | 162 372 |
| | | | | | | | | | |
| 25,253 | 7,627 | 76,632 | 10,221 | 22,680 | 13,373 | 0 | 46,284 | 9,743 | 20,606 373 |
| | | | | | | | | | |
| 0 | 17,867 | 110,031 | 46,900 | 37,601 | 6,585 | 0 | 91,086 | 0 | 18,945 374 |
| 0 | 1,299 | 14,190 | 374 | 10,414 | 2,270 | 0 | 13,058 | 850 | 282 375 |
| | 449 | 42,285 | 0 | 37,403 | 4,490 | 0 | 41,893 | 0 | 392 376 |
| | 13,329 | 119,785 | 17,203 | 54,412 | 22,491 | 0 | 94,106 | 0 | 25,679 377 |
| 0 | 0 | 130,000 | 3,059 | 109,679 | 13,803 | 0 | 126,541 | 0 | 378 |

e Deficit.

f Balance merged \$40,369.

g Country taxes are reported with State taxes.

TABLE 5.—Property, receipts, and expenditures of

| City. | Total taxable property in the city. | | Estimated actual value of all public property used for school purposes. | Receipts for the school year 1890-91. | | | | |
|------------------------|-------------------------------------|--------------------------------------|---|---------------------------------------|------------------------------------|------------------------------|-------------------------|----------|
| | Assessed value. | Cash value, based on the assessment. | | From State appropriation or taxes. | From city appropriations or taxes. | From county and other taxes. | From all other sources. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| TEXAS. | | | | | | | | |
| 379 Austin | \$8,995,352 | \$17,990,704 | \$84,825 | \$18,158 | \$30,516 | ..... | \$3,167 | \$51,841 |
| 380 Dallas | 32,000,000 | 42,666,627 | 300,000 | ..... | ..... | ..... | ..... | ..... |
| 381 Denison* | 4,400,327 | 8,800,654 | 235,500 | 0,836 | 11,019 | \$485 | 1,185 | 19,525 |
| 382 El Paso | 5,318,210 | 5,318,210 | 59,800 | 5,157 | 13,295 | ..... | 100 | 18,552 |
| 383 Fort Worth | 16,500,000 | 16,500,000 | 189,250 | ..... | ..... | ..... | ..... | ..... |
| 384 Galveston | 22,000,000 | 44,000,000 | 375,100 | 40,014 | 39,791 | 1,496 | 140,135 | 121,436 |
| 385 Houston | 15,000,000 | 22,500,000 | 131,515 | 28,166 | 19,400 | 312 | ..... | 47,873 |
| 386 Laredo | 2,500,000 | 2,500,000 | 15,000 | 10,000 | ..... | ..... | 0 | 10,000 |
| 387 Paris | 3,999,964 | 5,999,946 | 65,000 | 10,373 | 7,442 | 328 | 348 | 18,491 |
| 388 San Antonio* ..... | ..... | ..... | 224,800 | 40,616 | 21,898 | ..... | 500 | ..... |
| 389 Waco | 10,641,814 | 15,962,721 | 199,000 | 14,180 | 26,603 | ..... | 595 | 41,378 |
| UTAH. | | | | | | | | |
| 390 Ogden City | 13,000,000 | 13,000,000 | 222,500 | 14,602 | ..... | 30,386 | 15 | 45,003 |
| 391 Salt Lake City .. | 50,000,000 | 50,000,000 | 322,677 | 39,064 | 85,000 | ..... | 500 | 124,564 |
| VERMONT. | | | | | | | | |
| 392 Burlington | 10,716,431 | 10,716,431 | 85,000 | ..... | 27,000 | ..... | 2,873 | 29,873 |
| 393 Rutland | 6,750,000 | 13,500,000 | 100,000 | 0 | 25,690 | 0 | 13,907 | 39,597 |
| VIRGINIA. | | | | | | | | |
| 394 Alexandria | 4,519,694 | 4,518,694 | 35,000 | 6,391 | 11,000 | ..... | ..... | 17,391 |
| 395 Danville ..... | ..... | ..... | 18,000 | 4,741 | 10,740 | 0 | 0 | 15,481 |
| 396 Lynchburg | 10,000,000 | 13,333,332 | 75,000 | 8,941 | 22,881 | ..... | 1,356 | 33,178 |
| 397 Manchester ..... | ..... | ..... | 30,000 | 4,734 | ..... | 4,433 | ..... | 9,167 |
| 398 Norfolk | 21,002,045 | 31,503,306 | 100,000 | 12,725 | 14,285 | ..... | ..... | 27,010 |
| 399 Petersburg | 9,058,090 | 9,058,090 | 72,000 | 9,872 | 13,036 | 0 | 358 | 23,296 |
| 400 Portsmouth ..... | ..... | ..... | 14,662 | 4,783 | 8,685 | ..... | ..... | 13,468 |
| 401 Richmond | 59,573,527 | 59,573,527 | 390,500 | 33,091 | 107,638 | 0 | 2,717 | 143,446 |
| 402 Roanoke ..... | ..... | ..... | 30,000 | 5,454 | 5,486 | ..... | 106 | 11,046 |
| WASHINGTON. | | | | | | | | |
| 403 Seattle | 26,341,000 | 52,682,000 | 475,120 | 0 | 2,091 | 166,625 | 125 | 168,841 |
| 404 Spokane Falls .. | 32,543,398 | 54,238,937 | 420,863 | ..... | 90,239 | 1,038 | 284 | 91,562 |
| 405 Takoma | 32,533,000 | 65,066,000 | 467,779 | 6,778 | ..... | 102,899 | 31 | 109,708 |
| WEST VIRGINIA. | | | | | | | | |
| 406 Huntington | 2,532,706 | 3,799,059 | 25,825 | 2,616 | ..... | 22,991 | ..... | ..... |
| 407 Parkersburg ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 408 Wheeling | 18,146,254 | 72,584,016 | 300,000 | 11,852 | 59,883 | ..... | 1,116 | 72,851 |
| WISCONSIN. | | | | | | | | |
| 409 Appleton* ..... | ..... | ..... | 156,500 | 8,001 | 28,100 | 4,771 | 1,532 | 42,404 |
| 410 Ashland | 6,000,000 | 6,000,000 | 100,000 | 2,690 | 17,500 | 2,760 | 3,198 | 26,088 |
| 411 Chippewa Falls .. | 1,500,000 | 4,500,000 | 59,337 | 4,077 | 6,000 | 4,500 | 455 | 17,032 |
| 412 Eau Claire | 5,370,000 | 5,370,000 | 95,645 | 7,729 | 31,035 | 6,993 | 225 | 45,982 |
| 413 Fond-du-Lac | 3,286,053 | 3,286,053 | 125,000 | 6,521 | 13,000 | 6,521 | 1,298 | 27,340 |
| 414 Green Bay ..... | ..... | ..... | 66,000 | 3,992 | 10,508 | 6,006 | 0 | 20,506 |
| 415 Janesville | 3,000,000 | 6,000,000 | 250,000 | ..... | ..... | ..... | ..... | 35,000 |
| 416 Ladocrosse | 10,750,130 | 10,750,130 | 240,000 | 11,515 | 42,000 | 10,218 | 669 | 64,402 |
| 417 Madison | 6,617,399 | 9,926,097 | 175,000 | 6,282 | 26,897 | 6,046 | 3,941 | 43,169 |
| 418 Marinette* | 3,235,298 | 6,450,596 | 65,000 | 4,027 | 15,983 | 3,587 | 401 | 23,778 |
| 419 Milwaukee | 113,630,835 | 113,630,835 | 1,400,304 | 95,554 | 736,012 | ..... | 1,419 | 746,955 |
| 420 Oshkosh | 7,700,000 | 12,833,335 | 225,000 | 10,900 | 34,000 | 0 | 70 | 45,030 |

* Statistics of 1889-90.

a Deficit, \$851.

b Including a donation of \$10,000 to the Ball High School.

c The sum of the items reported is \$45,681.

d \$7,452 expended in excess of receipts.

public schools of cities of over 8,000 inhabitants—Continued.

| Receipts from loans and bond sales. | Balance on hand from last school year (1889-90). | Total sum available for use during the year. | Expenditures for the school year 1890-91. | | | | | Paid on principal of loans and bonded debts. | Amount carried forward to next school year (1891-92). |
|-------------------------------------|--|--|---|--|----------------------------------|----------------------|----------|--|---|
| | | | Permanent investments and lastings in improvements. | For salaries of teachers and supervising officers. | Current and incidental expenses. | For evening schools. | Total. | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| \$9,500 | \$135 | \$61,476 | \$1,271 | \$37,193 | \$11,397 | ----- | \$49,861 | \$11,500 | \$115 379 |
| ----- | 0 | 19,525 | 359 | 10,000 | 10,000 | ----- | 80,000 | ----- | 380 |
| ----- | 15,313 | 33,870 | 18,599 | 13,871 | 3,342 | ----- | 17,572 | ----- | 1,953 281 |
| ----- | ----- | ----- | ----- | 15,514 | 2,466 | 0 | 33,579 | 0 | 382 |
| ----- | 18,795 | 140,231 | 53,247 | 39,089 | 7,344 | ----- | 46,433 | ----- | 383 |
| ----- | 106 | 47,984 | 2,705 | 59,676 | 12,144 | ----- | 125,037 | ----- | 15,164 284 |
| 0 | 2,600 | 12,600 | 3,927 | 36,927 | 6,049 | ----- | 47,681 | ----- | 303 285 |
| ----- | 1,428 | 19,919 | 362 | 7,360 | 1,640 | 0 | 9,000 | 0 | 3,600 286 |
| ----- | 422 | 63,436 | 5,116 | 16,491 | 2,860 | ----- | 19,713 | ----- | 206 287 |
| 21,494 | 0 | 62,882 | 22,260 | 58,302 | 7,470 | ----- | 70,888 | ----- | 60 288 |
| ----- | ----- | ----- | ----- | 32,633 | 7,589 | 0 | 62,882 | 0 | 0 389 |
| ----- | 903 | 45,903 | 7,511 | 20,615 | 10,176 | 0 | 38,202 | 0 | 7,604 290 |
| 26,370 | 8,934 | 159,868 | 46,011 | 68,752 | 45,105 | 0 | 159,868 | 0 | 0 391 |
| 0 | 0 | 29,873 | 0 | 20,278 | 7,786 | ----- | 28,052 | 93 | 1,718 392 |
| 20,000 | 266 | 59,863 | 26,642 | 16,036 | 8,925 | 0 | 51,592 | 2,000 | 6,271 393 |
| ----- | ----- | 17,391 | 788 | 14,625 | 3,333 | ----- | 18,746 | ----- | 394 |
| 20,000 | ----- | 35,481 | 20,000 | 12,858 | 2,620 | 0 | 35,478 | 0 | 3 395 |
| 0 | 83 | 33,261 | 70 | 26,622 | 5,988 | 0 | 32,680 | 0 | 581 396 |
| ----- | 205 | 9,372 | 235 | 7,086 | 1,969 | ----- | 9,290 | ----- | 82 397 |
| ----- | 1,750 | 28,760 | 1,280 | 20,578 | 2,640 | \$325 | 24,823 | ----- | 3,937 398 |
| 0 | 0 | 23,296 | 0 | 19,265 | 4,031 | 0 | 23,296 | 0 | 0 399 |
| 0 | 1 | 13,469 | 189 | 10,275 | 2,492 | ----- | 12,956 | ----- | 513 400 |
| 0 | 0 | 143,446 | 7,034 | 118,997 | 17,355 | 0 | 143,446 | 0 | 0 401 |
| ----- | 78 | 11,124 | 228 | 7,624 | 1,639 | ----- | 9,491 | ----- | 1,633 402 |
| ----- | 0 | 163,841 | 136,697 | 93,097 | 42,977 | 0 | 272,771 | 0 | ----- 403 |
| 252,850 | 1,984 | 346,396 | 274,075 | 31,100 | 24,494 | 0 | 329,669 | 0 | 16,727 404 |
| 108,363 | 26,328 | 244,399 | 136,173 | 69,973 | 37,933 | 320 | 244,399 | 0 | 0 405 |
| 0 | 3,033 | 25,778 | 6,555 | 13,712 | 5,511 | ----- | 25,025 | ----- | 753 406 |
| ----- | 7,207 | 80,058 | 17,317 | 60,604 | 11,865 | ----- | 89,736 | ----- | 407 |
| ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | 408 |
| 25,000 | ----- | 73,482 | 12,239 | 22,000 | ----- | 0 | 49,013 | ----- | 24,469 409 |
| ----- | 17,492 | 44,080 | ----- | 13,000 | ----- | ----- | 27,289 | ----- | 16,791 410 |
| ----- | 4,081 | 21,113 | 474 | 913,623 | 92,536 | ----- | 16,633 | ----- | 4,480 411 |
| 0 | 26,322 | 72,204 | 9,057 | 28,505 | 11,871 | 0 | 49,433 | 0 | 22,871 412 |
| 0 | 7,826 | 35,166 | 2,378 | 19,982 | 4,767 | 0 | 27,127 | 0 | 8,039 413 |
| 0 | 1,025 | 21,531 | 1,762 | 13,516 | 5,579 | 0 | 20,857 | 0 | 674 414 |
| ----- | 13,000 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | 415 |
| 0 | 29,000 | 93,402 | 2,398 | 48,365 | 11,847 | 0 | 62,610 | 0 | 30,793 416 |
| 0 | 12,293 | 55,462 | 10,296 | 25,398 | 8,157 | 0 | 43,851 | 1,200 | 10,411 417 |
| 0 | 4,830 | 28,828 | 538 | 15,809 | 6,518 | 0 | 22,895 | 0 | 5,933 418 |
| 0 | 181,371 | 464,356 | (h) | 353,430 | 70,792 | 5,450 | 429,672 | 0 | 218,634 419 |
| 0 | 14,757 | 59,787 | 4,306 | 31,676 | 4,540 | 240 | 40,762 | 0 | 19,025 420 |

e The sum of the items reported is \$28,540.

f The sum of the items reported is \$25,778.

g The salaries of janitors are reported with the salaries of teachers.

h The funds for buildings and repairs are controlled by the department of public works, and do not appear in the accounts of the board of education.

TABLE 5.—*Property, receipts, and expenditures of*

| | City. | Total taxable property in the city. | | Estimated actual value of all public property used for school purposes. | Receipts for the school year 1890-91. | | | | |
|-----|----------------------|-------------------------------------|--------------------------------------|---|---------------------------------------|------------------------------------|------------------------------|-------------------------|----------|
| | | Assessed value. | Cash value, based on the assessment. | | From State appropriation or taxes. | From city appropriations or taxes. | From county and other taxes. | From all other sources. | Total. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | WISCONSIN—continued. | | | | | | | | |
| 421 | Racine..... | *\$9,402,300 | *\$9,042,300 | *\$140,000 | \$325 | \$26,500 | \$20,220 | \$926 | \$47,972 |
| 422 | Sheboygan..... | 4,800,000 | ----- | 85,000 | 8,404 | 20,803 | 6,762 | 479 | 36,448 |
| 423 | Superior..... | 25,012,000 | 50,024,000 | 163,000 | 2,831 | 71,162 | 1,259 | 4,883 | 80,238 |
| 424 | Watertown..... | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| | Wausau..... | 1,560,637 | 4,681,971 | 60,000 | ----- | 8,019 | 325 | 4,822 | 13,766 |
| | WYOMING. | | | | | | | | |
| 425 | Cheyenne..... | 3,750,000 | 7,500,000 | 118,000 | ----- | 19,688 | 12,316 | ----- | 32,004 |

*Statistics of 1889-90.

public schools of cities of over 8,000 inhabitants—Continued.

| Receipts from loans and bond sales. | Balance on hand from last school year (1899-90). | Total sum available for use during the year. | Expenditures for the school year 1890-91. | | | | | Paid on principal of loans and bonded debts. | Amount carried forward to next school year (1891-92). | |
|-------------------------------------|--|--|---|--|----------------------------------|----------------------|----------|--|---|-----|
| | | | Permanent investments and lastings in improvements. | For salaries of teachers and supervising officers. | Current and incidental expenses. | For evening schools. | Total. | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
| \$15,000 | \$19,345 | \$32,317 | \$28,092 | \$33,039 | \$10,724 | 0 | \$71,855 | 0 | \$10,462 | 421 |
| 0 | 30,406 | 66,854 | 28,364 | 23,203 | 7,401 | 0 | 58,968 | 0 | 7,886 | 422 |
| 0 | ----- | 90,784 | 7,838 | 25,913 | 19,862 | 0 | 53,143 | \$13,421 | 24,220 | 423 |
| 0 | 3,089 | 16,855 | 1,213 | 11,600 | 2,586 | 0 | 15,399 | 0 | 1,456 | 424 |
| 36,774 | 7,505 | 76,283 | 0 | 19,070 | 7,511 | 0 | 26,581 | 0 | \$12,927 | 425 |

^a The difference between the reported receipts and expenditures is \$49,703.

TABLE 6.—STATISTICS OF

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|-------------|------------------------|-----------------------|------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| ALABAMA. | | | | | | | | | |
| 1 | Bessemer | High School (dept.) | A. A. Hendon, supt. | 1 | 0 | 0 | 4 | | |
| 2 | Birmingham | High School | A. C. Moore | 1 | 3 | 32 | 95 | | |
| 3 | Cullman | do | W. M. Wood | 1 | 0 | 10 | 7 | | |
| 4 | Decatur | High School (dept.) | H. C. Gilbert | 1 | 1 | 11 | 20 | | |
| 5 | Flomaton | High School | J. W. Agnew | 1 | 0 | 14 | 13 | 0 | 0 |
| 6 | Hamilton | do | W. S. Mitchell | 1 | 1 | 25 | 10 | 5 | 1 |
| 7 | Huntsville | High School (dept.) | A. H. Ehman | 1 | 2 | 20 | 49 | | |
| 8 | Loachapoka | High School | L. C. Page | 0 | 2 | 4 | 10 | 2 | 3 |
| 9 | Marion | Marion Academy | H. Y. Weissinger | 1 | 0 | 5 | 7 | 4 | 4 |
| 10 | Mobile | Barton Academy | B. S. Woodcock | 3 | 1 | 81 | 0 | 5 | 0 |
| 11 | Montgomery | High School (boys) | J. W. Morgan, jr. | 2 | 0 | 17 | 0 | | |
| 12 | do | High School (girls) | E. M. Bullock | 0 | 4 | 0 | 109 | 0 | 0 |
| 13 | Tuscaloosa | High School | Sophie Waldkioch | 1 | 2 | 23 | 24 | | |
| 14 | Uniontown | Uniontown Academy | J. H. Armstrong | 1 | 0 | 10 | 16 | 6 | 10 |
| 15 | Verbena | High School | Stott | 1 | 1 | 10 | 9 | | |
| 16 | Wedowee | Wedowee Institute | J. E. Thomason | 1 | 1 | 18 | 15 | | |
| 17 | Winfield | High School | J. J. Windham | 1 | 0 | 20 | 0 | 16 | 2 |
| ARIZONA. | | | | | | | | | |
| 18 | Phoenix | High School | R. L. Long | 1 | 1 | 4 | 25 | | |
| 19 | Prescott | do | L. W. Taylor, supt. | 1 | 0 | 10 | 10 | 0 | 0 |
| 20 | Tucson | do | C. H. Tully | 1 | 0 | 5 | 8 | 0 | 0 |
| ARKANSAS. | | | | | | | | | |
| 21 | Benton | High School (dept.) | J. A. Kimbrough | 1 | 0 | 30 | 13 | | |
| 22 | do | Mt. Harmony School | R. C. Vance | 1 | 1 | 7 | 8 | | |
| 23 | Charleston | High School | J. M. Pettigrew | 1 | 1 | 16 | 14 | | |
| 24 | Eureka Springs | High School (dept.) | C. S. Barnett | 1 | 1 | 20 | 40 | 0 | 0 |
| 25 | Fort Smith | High School | C. H. Stumberg | 2 | 2 | 30 | 75 | | |
| 26 | Haynes | High School (dept.) | J. W. Thompson | 0 | 1 | 8 | 9 | 2 | 7 |
| 27 | Hot Springs | High School | Eaton Thompson | 1 | 3 | 27 | 23 | | |
| 28 | Jonestown | High School (dept.) | D. L. Thompson | 1 | 0 | 15 | 12 | | |
| 29 | La Grange | Lee High School | J. E. Wheat | 1 | 0 | 18 | 20 | | |
| 30 | Little Rock | Peabody High School | R. A. Parham | 1 | 2 | 36 | 100 | 0 | 0 |
| 31 | do | Union High School | J. O. W. Alexander | 1 | 1 | 15 | 41 | 2 | 0 |
| 32 | Lonoke | High School | J. J. Doyno | 2 | 1 | 36 | 23 | 4 | 18 |
| 33 | Malvern | High School (dept.) | W. D. Lelper, A. M. | 1 | 0 | 4 | 17 | 0 | 0 |
| 34 | Newport | do | D. F. Withers | 1 | 0 | 5 | 9 | 1 | 3 |
| 35 | Paris | Paris Academy | G. S. Mimmier | 2 | 2 | 42 | 39 | 7 | 2 |
| 36 | Prescott | Tom Allen High School | M. E. Connevey | 0 | 3 | 40 | 60 | | |
| 37 | Salem | High School | C. T. Torreyson | 2 | 0 | 49 | 38 | 0 | 0 |
| 38 | Van Buren | do | W. T. Edmiston | 1 | 0 | 8 | 11 | | |
| 39 | Warren | do | E. H. Carson | 1 | 4 | 27 | 35 | 8 | 12 |
| 40 | Washington | High School (dept.) | W. F. Lee | 1 | 0 | 17 | 22 | 4 | 8 |
| 41 | Wheatley | High School | G. D. Free, A. M. | 1 | 1 | 22 | 20 | 1 | 2 |
| CALIFORNIA. | | | | | | | | | |
| 42 | Arroyo Grande | Grammar Course School | A. F. Parsons | 1 | 0 | 4 | 3 | 0 | 0 |
| 43 | Berkeley | High School | S. D. Waterman | 2 | 2 | 50 | 70 | 6 | 4 |
| 44 | Colton | High School (dept.) | Frank Matthews | 1 | 0 | 4 | 6 | | |
| 45 | Colusa | Grammar Course School | J. E. Hayman | 2 | 0 | 21 | 24 | 0 | 0 |
| 46 | Crescent City | High School | W. F. Ringnald, PH. D. | 2 | 0 | 9 | 22 | 9 | 22 |
| 47 | Fresno | High School (dept.) | T. L. Heaton | 2 | 2 | 61 | 75 | | |
| 48 | Gilroy | High School | W. S. Hall | 1 | 1 | 13 | 28 | 0 | 0 |
| 49 | Hanford | do | C. C. Childress | 1 | 1 | 12 | 7 | 0 | 0 |
| 50 | Hollister | do | J. W. Cutler | 2 | 1 | 7 | 12 | 0 | 0 |
| 51 | Linden | do | F. G. Baird | 1 | 1 | 6 | 2 | 0 | 0 |

PUBLIC HIGH SCHOOLS.

[illegible]

TABLE 6.—Statistics of public

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|-----------------|------------------------|---------------------------------|------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| CALIFORNIA—CON. | | | | | | | | | |
| 52 | Los Angeles..... | High School | E. A. Packard..... | 1 | 13 | 176 | 227 | 8 | 3 |
| 53 | Martinez..... | do..... | C. K. Wittenmeyer..... | 0 | 1 | 5 | 7 | 0 | 0 |
| 54 | Maryville..... | do..... | R. F. Pennell..... | 1 | 0 | 10 | 27 | 0 | 1 |
| 55 | Napa..... | High School (dept.)..... | J. T. Shearer..... | 1 | 1 | 10 | 40 | | |
| 56 | Nevada City..... | High School | W. H. Wentworth..... | 3 | 1 | 16 | 37 | | |
| 57 | Nepoma..... | High School (dept.)..... | G. Terrell..... | 1 | 0 | 19 | 8 | 0 | 0 |
| 58 | Oakland..... | High School | J. B. McChesney..... | 4 | 12 | 320 | 400 | 13 | 2 |
| 59 | Pasadena..... | do..... | W. S. Monroe..... | 3 | 4 | 34 | 59 | 17 | 23 |
| 60 | Paso Robles..... | High School (dept.)..... | S. B. Wilson..... | 1 | 1 | 21 | 24 | 0 | 0 |
| 61 | Petaluma..... | High School | I. S. Crawford..... | 1 | 1 | 24 | 36 | 7 | 4 |
| 62 | Pomona..... | High School (dept.)..... | F. A. Molyneaux..... | 1 | 2 | 20 | 30 | 0 | 0 |
| 63 | Red Bluff..... | do..... | O. E. Graves..... | 1 | 1 | 21 | 39 | | |
| 64 | Riverside..... | High School | C. H. Keyes..... | 1 | 5 | 57 | 62 | 11 | 16 |
| 65 | Sacramento..... | do..... | J. H. Pond..... | 2 | 4 | 72 | 149 | 4 | 7 |
| 66 | Salinas City..... | do..... | A. D. Tenney..... | 1 | 1 | 21 | 31 | 0 | 0 |
| 67 | San Diego..... | do..... | F. H. Hyall..... | | | 71 | 88 | | |
| 68 | San Francisco..... | High School (boys)..... | Frank Morton..... | 11 | 1 | 340 | 199 | | |
| 69 | do..... | High School (girls)..... | M. W. Kincaid..... | 1 | 15 | 0 | 470 | 0 | 15 |
| 70 | San José..... | High School | L. B. Wilson..... | 2 | 3 | 89 | 83 | | |
| 71 | San Rafael..... | do..... | C. S. Smyth..... | 2 | 1 | 11 | 32 | 0 | 0 |
| 72 | Santa Ana..... | do..... | M. Manley..... | 1 | 11 | 35 | 33 | | |
| 73 | Santa Barbara..... | do..... | L. D. Syle..... | 2 | 2 | 28 | 70 | | |
| 74 | Santa Clara..... | do..... | John Manzer..... | 1 | 1 | 13 | 16 | | |
| 75 | Santa Cruz..... | do..... | D. C. Clark..... | 2 | 2 | 23 | 70 | | |
| 76 | Santa Rosa..... | do..... | H. C. Petray..... | 2 | 1 | 30 | 49 | | |
| 77 | Stockton..... | do..... | Hamilton Wallace..... | 3 | 1 | 70 | 75 | | |
| 78 | Tulare..... | do..... | H. C. Taber, A. B..... | 1 | 2 | 24 | 24 | 0 | 0 |
| 79 | Vallejo..... | do..... | J. S. Congdon..... | 2 | 0 | 14 | 24 | 0 | 1 |
| 80 | Ventura..... | do..... | J. M. Stratton..... | 2 | 0 | 15 | 20 | 2 | 15 |
| 81 | Watsonville..... | do..... | J. R. Goinstead..... | 1 | 1 | 16 | 40 | 0 | 0 |
| 82 | Woodland..... | Grammar Course School. | T. J. Goin..... | | | 20 | 26 | | |
| COLORADO. | | | | | | | | | |
| 83 | Black Hawk..... | High School (dept.)..... | H. W. Zirkle..... | 1 | 1 | 7 | 9 | | |
| 84 | Boulder..... | High School | C. M. Kingsley..... | 1 | 1 | 7 | 22 | 3 | 8 |
| 85 | Buena Vista..... | High School (dept.)..... | K. G. Leake..... | 0 | 1 | 4 | 5 | | |
| 86 | Canyon City..... | High School | O. S. Moles..... | 1 | 1 | 15 | 30 | 0 | 0 |
| 87 | Colorado City..... | High School (dept.)..... | J. P. Jackson..... | 1 | 1 | 6 | 6 | 2 | 1 |
| 88 | Colorado Spr'gs..... | High School | G. B. Turnbull..... | 1 | 3 | 27 | 43 | 2 | 4 |
| 89 | Cortez..... | High School (dept.)..... | I. O. Miller..... | 1 | 0 | 10 | 15 | 0 | 0 |
| 90 | Del Norte..... | High School | G. W. Reed..... | 1 | 0 | 8 | 9 | | |
| 91 | Denver..... | High School (dist. No. 1)..... | J. H. Baker..... | 11 | 10 | 303 | 422 | 78 | 32 |
| 92 | do..... | High School (dist. No. 2)..... | H. L. Peet..... | 2 | 3 | 44 | 69 | 0 | 0 |
| 93 | do..... | High School (dist. No. 17)..... | C. I. Hays..... | 3 | 2 | 26 | 60 | 1 | 0 |
| 94 | Fort Collins..... | High School | Kate M. Alling..... | 0 | 3 | 14 | 33 | 1 | 0 |
| 95 | Golden..... | High School (dept.)..... | William Triplett..... | 2 | 0 | 17 | 31 | 0 | 0 |
| 96 | Grand Junction..... | do..... | J. A. Gutley..... | 1 | 1 | 10 | 11 | | |
| 97 | Greeley..... | High School | A. B. Copeland..... | 1 | 2 | 22 | 45 | 0 | 0 |
| 98 | Leadville..... | High School (dept.)..... | Odella Holdridge..... | 0 | 3 | 11 | 15 | 1 | 1 |
| 99 | Longmont..... | do..... | G. L. Harding..... | 0 | 7 | 28 | 54 | | |
| 100 | Monte Vista..... | do..... | John Sogard..... | 1 | 0 | 6 | 8 | 0 | 0 |
| 101 | Montrose..... | High School | J. H. Allen, A. M..... | 1 | 0 | 7 | 12 | | |
| 102 | Pueblo..... | High School (south)..... | A. L. Notter..... | 4 | 4 | 46 | 59 | | |
| 103 | do..... | High School (dist. No. 1)..... | F. J. Baker..... | 3 | 4 | 38 | 47 | | |
| 104 | Salida..... | High School | Lucy Boling..... | 1 | 2 | 6 | 65 | 2 | 0 |
| 105 | Sterling..... | do..... | T. J. Close..... | 1 | 0 | 12 | 30 | 0 | 0 |
| 106 | Trinidad..... | Rice High School..... | G. E. Finch..... | 2 | 1 | 7 | 11 | 0 | 3 |
| 107 | Yuma..... | High School (dept.)..... | E. S. Klein..... | 1 | 0 | 11 | 13 | | |

TABLE 6.—Statistics of public

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|--------------|------------------------|---------------------------------|-----------------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| CONNECTICUT. | | | | | | | | | |
| 108 | Ansonia | High School | W. H. Angleton | 1 | 4 | 25 | 35 | --- | --- |
| 109 | Bethel | do | E. M. Crofoot | 1 | 1 | 8 | 5 | --- | --- |
| 110 | Birmingham | High School (dept.) | J. W. Peck | 2 | 2 | 27 | 23 | --- | --- |
| 111 | Brawford | High School | M. M. McKenzie | 1 | 1 | 5 | 12 | 0 | 0 |
| 112 | Bridgeport | do | J. D. Bartley | 2 | 7 | 198 | 194 | 24 | 5 |
| 113 | Bristol | do | G. H. Tracy | 1 | 3 | 67 | 75 | 7 | 5 |
| 114 | Brooklyn | do | H. M. Loomis | --- | --- | 12 | 10 | --- | --- |
| 115 | Clinton | Morgan High School | Dwight Halbrook | 3 | 3 | 43 | 38 | 5 | 2 |
| 116 | Collinsville | High School | G. W. Flint | 1 | 1 | 29 | 48 | 3 | 0 |
| 117 | Cromwell | do | Sarah M. Savage | 0 | 1 | 16 | 20 | --- | --- |
| 118 | Danbury | do | J. M. Smith, superintendent | 1 | 2 | 40 | 60 | --- | --- |
| 119 | Danielsonville .. | Killingly High School | A. P. Somes | 1 | 3 | 26 | 29 | 0 | 1 |
| 120 | Gildersleeve | High School | G. N. Goddard | 1 | 0 | 2 | 7 | 0 | 0 |
| 121 | Guilford | do | A. M. Hyde | 1 | 1 | 20 | 27 | 0 | 0 |
| 122 | Hartford | do | Joseph Hall | 10 | 12 | 356 | 400 | --- | --- |
| 123 | Hazardville | High School (dept.) | E. E. E. Randall | 1 | 3 | 16 | 22 | 1 | 0 |
| 124 | Litchfield | High School | R. L. Zink | 1 | 0 | 13 | 16 | 6 | 0 |
| 125 | Madison | Hand Academy | Anna C. Elliott | --- | --- | 13 | 22 | 0 | 0 |
| 126 | Manchester | High School | C. S. Lyman | 1 | 0 | 22 | 25 | --- | --- |
| 127 | Meriden | do | S. T. Frost | 2 | 5 | 95 | 165 | --- | --- |
| 128 | Middletown | do | W. B. Ferguson | 3 | 4 | 49 | 58 | 6 | 6 |
| 129 | Milford | do | H. I. Mathewson | 1 | 0 | 10 | 21 | --- | --- |
| 130 | New Britain | do | J. H. Peck | 3 | 5 | 69 | 123 | 11 | 11 |
| 131 | New Haven | Hillhouse High School | J. D. Whitmore | 8 | 13 | 298 | 370 | 111 | 24 |
| 132 | New London | Young Ladies' High School | Marion A. Green | 0 | 4 | 0 | 116 | 0 | 0 |
| 133 | New Milford | Centre High School | F. N. Hanchett | 1 | 3 | 13 | 22 | 3 | 4 |
| 134 | Norwalk | do | C. A. Tucker | 1 | 1 | 8 | 8 | 0 | 0 |
| 135 | Orange | High School | Minnie E. Paine | --- | --- | 5 | 19 | --- | --- |
| 136 | Plainville | do | S. P. Williams | 1 | 1 | 18 | 20 | 1 | 4 |
| 137 | Plymouth | do | Anna M. Skinner | --- | --- | --- | --- | --- | --- |
| 138 | Portland | do | M. W. Griffin | 1 | 1 | 3 | 6 | 0 | 0 |
| 139 | Putnam | do | G. F. Jewett | --- | --- | 30 | 30 | 0 | 0 |
| 140 | Rockville | do | I. M. Agard | 1 | 2 | 43 | 61 | 18 | 10 |
| 141 | Seymour | do | E. C. Stiles | 1 | 1 | 25 | 35 | 0 | 0 |
| 142 | Southington | Lewis High School | H. W. Rice | 1 | 2 | 33 | 49 | --- | --- |
| 143 | South Norwalk | High School | W. C. Foote | 1 | 2 | 21 | 36 | 2 | 0 |
| 144 | Stafford Springs .. | do | Francis A. Bagnall | 1 | 1 | 25 | 24 | 0 | 0 |
| 145 | Stamford | do | D. S. Sanford | 2 | 3 | 54 | 70 | 3 | 3 |
| 146 | Wallingford | do | E. A. Richardson | 2 | 2 | 24 | 32 | 0 | 2 |
| 147 | Waterbury | do | M. S. Crosby | 3 | 2 | 85 | 99 | 9 | 0 |
| 148 | West Hartford | do | A. F. Howes | 1 | 1 | 12 | 14 | 0 | 3 |
| 149 | West Winsted | High School (dept.) | G. L. Lamphier | 1 | 2 | 25 | 50 | 6 | 10 |
| 150 | Wetherstield | High School | John Haynes | 1 | 1 | 1 | 8 | 0 | 0 |
| 151 | Williamantic | do | F. H. Beale | 1 | 5 | 48 | 68 | 5 | 5 |
| 152 | Windham | do | do | 1 | 5 | 41 | 59 | 6 | 6 |
| 153 | Windsor | do | H. M. Cleveland | 0 | 2 | 8 | 32 | 0 | 2 |
| 154 | Windsor Locks .. | High School (dept.) .. | J. S. Cooley | 1 | 1 | 38 | 31 | 0 | 0 |
| 155 | Winsted | High School | W. G. Mitchell | 1 | 1 | 13 | 17 | 6 | 1 |
| DELAWARE. | | | | | | | | | |
| 156 | Delaware City | High School (dept.) .. | F. E. Gardner | 1 | 0 | 7 | 4 | --- | --- |
| 157 | Felton | do | C. C. Tindal | 1 | 1 | 12 | 13 | --- | --- |
| 158 | Lewes | do | Roman Tammany | 1 | 1 | 10 | 5 | 3 | 2 |
| 159 | Middletown | do | W. B. Tharp | 1 | 0 | 22 | 13 | 0 | 0 |
| 160 | Milford | do | D. S. Ellis | 1 | 0 | 8 | 20 | 0 | 0 |
| 161 | South Milford | do | S. E. Bishop | 2 | 0 | 14 | 23 | 0 | 0 |
| 162 | New Castle | High School | D. B. Jones | 1 | 1 | 22 | 19 | 0 | 0 |
| 163 | Smyrna | do | A. D. Vocum | 1 | 0 | 8 | 14 | 3 | 1 |
| 164 | Wilmington | do | A. H. Berlin and M. Miller | 1 | 13 | 198 | 169 | --- | --- |

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----|----------------------------------|-----|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|-------|---------|--|--|--|--|--|--|
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | |
| | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | |
| --- | --- | 11 | 20 | 30 | 5 | 0 | 8 | 16 | 12 | 20 | 25 | 35 | 25 | 35 | 25 | 35 | 25 | 35 | 25 | 35 | 108 | | | | | | | | |
| --- | --- | 13 | 5 | 19 | 12 | 6 | 1 | 1 | 14 | 4 | 9 | 18 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 109 | | | | | | | | |
| 0 | 0 | 6 | 1 | 4 | 4 | 0 | 1 | 1 | 3 | 0 | 9 | 20 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 110 | | | | | | | | |
| 8 | 0 | 57 | 51 | 72 | 23 | 5 | 3 | 51 | 47 | 64 | 44 | 103 | 7 | 1 | 5 | 5 | 1 | 3 | 1 | 7 | 111 | | | | | | | | |
| 3 | 0 | 13 | 35 | 52 | 6 | 3 | 0 | 0 | 6 | 3 | 3 | 41 | 49 | 9 | 7 | 50 | 63 | 3 | 33 | 34 | 112 | | | | | | | | |
| 3 | 0 | 3 | 24 | 18 | 5 | 0 | 0 | 0 | 7 | 13 | 28 | 11 | 5 | 5 | 3 | 10 | 6 | 10 | 4 | 15 | 113 | | | | | | | | |
| 0 | 0 | 8 | 0 | 0 | 0 | 0 | 5 | 16 | 0 | 0 | 44 | 19 | 22 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 114 | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 115 | | | | | | | | |
| 8 | 6 | 13 | 14 | 14 | --- | 1 | 3 | 8 | --- | --- | 12 | 15 | 6 | 4 | 3 | 4 | 5 | 4 | 7 | 9 | 116 | | | | | | | | |
| 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 0 | 0 | 2 | 7 | 0 | 0 | 0 | 0 | 117 | | | | | | | | |
| 1 | 0 | 11 | 5 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 15 | 2 | 6 | 5 | 3 | 1 | 4 | 11 | 11 | 118 | | | | | | | | |
| 3 | 0 | 77 | 208 | 179 | 53 | 6 | 47 | 42 | 28 | 24 | 150 | 120 | 75 | 60 | 91 | 80 | 40 | 20 | 125 | 100 | 119 | | | | | | | | |
| 0 | 0 | 0 | 6 | 3 | 5 | 0 | --- | 1 | 1 | 4 | 13 | 16 | 5 | 0 | 13 | 16 | 0 | 0 | 6 | 7 | 120 | | | | | | | | |
| 0 | 0 | 3 | 2 | 6 | 0 | --- | --- | --- | --- | --- | 2 | 8 | 4 | 4 | 4 | 4 | 0 | 0 | 1 | 4 | 121 | | | | | | | | |
| 4 | 6 | --- | --- | --- | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 6 | 7 | 5 | 0 | 0 | 7 | 4 | 122 | | | | | | | | |
| 6 | 6 | 25 | 45 | 45 | 5 | 7 | 4 | 2 | 10 | 16 | 45 | 45 | 12 | 28 | 7 | 13 | 4 | 8 | 5 | 25 | 123 | | | | | | | | |
| 12 | 0 | 10 | 22 | 31 | 5 | 6 | 0 | 0 | 0 | 0 | 35 | 40 | 4 | 8 | 5 | 9 | 0 | 0 | 3 | 2 | 124 | | | | | | | | |
| 116 | 0 | 34 | 47 | 76 | 11 | 11 | 18 | 48 | 18 | 27 | 50 | 74 | 20 | 54 | 11 | 33 | 3 | 13 | 4 | 17 | 125 | | | | | | | | |
| 0 | 0 | 143 | 211 | 141 | 64 | 18 | 16 | 12 | 85 | 238 | 211 | 229 | 61 | 64 | 50 | 64 | 50 | 64 | 100 | 117 | 130 | | | | | | | | |
| 0 | 0 | 15 | 90 | --- | 0 | --- | --- | 41 | --- | 0 | --- | 66 | --- | 18 | --- | 24 | --- | --- | --- | 88 | 132 | | | | | | | | |
| 0 | 0 | 1 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 22 | 2 | 0 | 13 | 22 | 13 | 22 | 13 | 22 | 133 | | | | | | | | |
| 0 | 0 | 0 | 3 | 3 | --- | --- | --- | --- | 7 | 6 | 8 | 5 | 4 | 5 | 8 | 9 | --- | --- | 8 | 6 | 134 | | | | | | | | |
| 1 | 0 | 4 | 1 | 6 | 0 | 0 | --- | --- | 0 | 0 | 2 | 8 | 2 | 8 | 1 | 5 | 0 | 0 | 1 | 6 | 135 | | | | | | | | |
| 0 | 0 | 16 | 18 | 3 | 8 | 0 | 0 | 0 | 0 | 0 | 16 | 20 | 2 | 8 | 2 | 9 | 0 | 0 | 2 | 9 | 136 | | | | | | | | |
| 0 | 0 | 0 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 0 | 3 | 0 | --- | --- | 3 | 3 | 137 | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

TABLE 6.—Statistics of public

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|-----|------------------------|--|-------------------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | DISTRICT OF COLUMBIA. | | | | | | | | |
| 165 | Washington.... | Central High School. | F. R. Lane..... | 14 | 24 | 361 | 654 | 36 | 20 |
| 166 |do..... | High School (colored) | F. L. Cardozo..... | 7 | 7 | 70 | 280 | --- | --- |
| | FLORIDA. | | | | | | | | |
| 167 | Anthony | High School (dept.) | George Stuart..... | 1 | 1 | 30 | 25 | --- | --- |
| 168 | Bartow | Summerlin Institute | W. F. Yocum..... | 2 | 1 | 23 | 42 | --- | --- |
| 169 | Dade City..... | High School..... | G. L. Lowey..... | 1 | 0 | 3 | 9 | --- | --- |
| 170 | Eustis | High School (dept.) | M. S. Field..... | 1 | 1 | 12 | 5 | --- | --- |
| 171 | Gainesville..... | East Florida Seminary. | E. P. Cater..... | 5 | 0 | 84 | 28 | --- | --- |
| 172 | Jacksonville..... | Duval High School. | Frederick Pasco..... | 2 | 2 | 29 | 61 | 5 | 0 |
| 173 | Kings Ferry..... | High School (dept.) | Willie Wallis..... | 1 | 0 | 15 | 10 | --- | --- |
| 174 | Lady Lake..... |do..... | F. H. Robinson..... | 1 | 1 | 19 | 31 | --- | --- |
| 175 | Marianna..... | High School..... | J. B. Stuart..... | 1 | 0 | 15 | 25 | 1 | 4 |
| 176 | Monticello..... | Jefferson Collegiate Institute. | W. B. Griffin..... | 1 | 6 | 35 | 30 | --- | --- |
| 177 | Ocala | High School..... | J. M. Streater..... | 2 | 1 | 20 | 30 | 5 | 3 |
| 178 | Palatka..... |do..... | W. H. Berry..... | 1 | 0 | 7 | 2 | 2 | 0 |
| 179 | Quincy |do..... | B. Howe..... | 1 | 0 | 8 | 6 | 5 | 2 |
| 180 | St. Augustine..... |do..... | W. E. Knibloe..... | 2 | 1 | 18 | 18 | 1 | 2 |
| 181 | Sanford | High School (dept.) | W. B. Lynch..... | 1 | 1 | 15 | 20 | 0 | 0 |
| 182 | Tallahassee..... | Seminary West of Suwanee River (High School dept.) | G. M. Edgar, LL. D. | 3 | 1 | 23 | 33 | 22 | 23 |
| 183 | Tampa | High School..... | B. C. Graham..... | 2 | 2 | 12 | 14 | --- | --- |
| 184 | Umatilla..... |do..... | F. M. Chute..... | 1 | 2 | 31 | 21 | 8 | 5 |
| 185 | Waukeenhah..... | Waukeenhah Academy | H. P. Woodbery..... | 2 | 0 | 21 | 27 | --- | --- |
| 186 | Webster..... | High School (dept.) | W. H. Cox..... | 0 | 1 | 3 | 7 | --- | --- |
| | GEORGIA. | | | | | | | | |
| 187 | Americus..... | High School (dept.) | J. E. Mathis..... | 2 | 1 | 37 | 54 | --- | --- |
| 188 | Athens..... | High School..... | T. J. Simmons..... | 0 | 8 | 25 | 40 | 3 | 0 |
| 189 | Atlanta..... |do..... | W. A. Bass and Miss N. C. Sergeant. | 3 | 10 | 131 | 347 | 90 | 0 |
| 190 | Augusta..... | Tubman High School | John Neeley..... | 2 | 4 | 0 | 149 | 0 | 30 |
| 191 | Carrollton..... | High School (dept.) | T. E. Hollingsworth. | 2 | 1 | 30 | 35 | --- | --- |
| 192 | Cartersville..... | High School..... | L. B. Robeson..... | 1 | 1 | 32 | 32 | --- | --- |
| 193 | Cedartown..... | High School (dept.) | J. C. Harris..... | 2 | 1 | 25 | 35 | 12 | 15 |
| 194 | Dalton | High School..... | A. V. Morris..... | 1 | 1 | 9 | 28 | 2 | 0 |
| 195 | Dawsonville..... |do..... | G. B. Wood..... | 1 | 1 | 11 | 9 | 2 | 0 |
| 196 | Flovilla..... |do..... | Elsworth Brown..... | 1 | 1 | 15 | 26 | --- | --- |
| 197 | Forsyth..... | Hilliard Institute. | W. W. Daves..... | 1 | 0 | 25 | 0 | --- | --- |
| 198 | Franklin..... | Collegiate Institute. | A. S. Laird..... | 1 | 0 | 25 | 25 | --- | --- |
| 199 | Jewells..... | Dandy Grove High School. | W. W. Pilcher..... | 1 | 1 | 26 | 29 | --- | --- |
| 200 | Leesburg..... | Leesburg Academy. | J. R. Cain..... | 1 | 1 | 4 | 6 | 5 | 5 |
| 201 | Locust Grove..... | High School..... | J. R. Williams..... | 1 | 1 | 15 | 10 | 10 | 12 |
| 202 | Macon | High School (boys) | C. B. Chapman..... | 1 | 2 | 100 | 0 | 6 | 0 |
| 203 |do..... | Gresham High School | Bessie H. Merrill. | 0 | 6 | 0 | 220 | --- | --- |
| 204 | Montezuma..... | Montezuma Institute | W. B. Merritt..... | 1 | 1 | 28 | 33 | 4 | 6 |
| 205 | Newnan | High School (dept.) | J. E. Pendergrast. | 1 | 1 | 23 | 37 | --- | --- |
| 206 | Norwood | Norwood Institute. | J. W. Ellington..... | 1 | 1 | 3 | 14 | 1 | 1 |
| 207 | Perry | Houston High School | W. B. Dew..... | 1 | 1 | 10 | 16 | --- | --- |
| 208 | Quitman..... | High School (dept.) | J. E. J. Warren..... | 0 | 2 | 20 | 15 | 12 | 15 |
| 209 | Rocky Mount..... | Rocky Mount Academy. | E. W. Russell..... | 1 | 0 | 18 | 10 | --- | --- |
| 210 | Sandersville..... | High School..... | B. H. Ivey..... | 1 | 1 | 20 | 40 | 0 | 0 |
| 211 | Savannah..... |do..... | H. F. Train..... | 2 | 4 | 72 | 130 | --- | --- |
| 212 | Sparta..... |do..... | W. F. Dumas..... | 0 | 2 | 15 | 30 | --- | --- |

high schools—Continued.

[illegible]

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|-----------------|------------------------|-------------------------------|---------------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| GEORGIA—cont'd. | | | | | | | | | |
| 213 | Temple..... | Temple Seminary.... | J. R. Spence. A. B.. | 1 | 1 | 21 | 32 | 15 | 10 |
| 214 | Valdosta..... | High School..... | E. A. Smith..... | 2 | 3 | 57 | 70 | 1 | 2 |
| 215 | West Point..... | High School (dept.).. | W. J. McKennie.... | 2 | 0 | 19 | 32 | | |
| IDAHO. | | | | | | | | | |
| 216 | Bellevue..... | High School (dept.).. | H. F. Baker..... | 1 | 0 | 12 | 14 | 6 | 4 |
| 217 | Boise City..... | High School..... | F. L. Squiers..... | 1 | 2 | 30 | 28 | | |
| 218 | Hailey..... | do..... | C. W. Powers..... | 1 | 1 | 35 | 23 | 0 | 0 |
| 219 | Lewiston..... | do..... | C. A. Forsman..... | 1 | 0 | 25 | 20 | 1 | 2 |
| 220 | Moscow..... | High School (dept.).. | M. M. Lane..... | 1 | 0 | 0 | 9 | | |
| ILLINOIS. | | | | | | | | | |
| 221 | Amboy..... | High School..... | I. F. Edwards..... | 1 | 1 | 33 | 41 | 0 | 0 |
| 222 | Areola..... | do..... | G. W. Smith..... | 1 | 1 | 26 | 27 | 0 | 0 |
| 223 | Astoria..... | do..... | J. H. Broomal..... | 1 | 1 | 14 | 27 | 0 | 0 |
| 224 | Athens..... | do..... | Samuel McBride.... | 1 | 0 | 24 | 30 | 0 | 0 |
| 225 | Atkinson..... | High School (dept.).. | D. Griffin..... | 1 | 0 | 13 | 13 | | |
| 226 | Atwood..... | High School..... | G. S. Morris..... | 2 | 0 | 27 | 23 | | |
| 227 | Auburn Park..... | do..... | A. S. Hall..... | 2 | 2 | 16 | 35 | 2 | 0 |
| 228 | Augusta..... | High School (dept.).. | Caroline Grote..... | 3 | 3 | 18 | 37 | | |
| 229 | Aurora..... | High School (East)... | G. E. Fellows..... | 0 | 3 | 57 | 110 | | |
| 230 | do..... | High School (West)... | A. V. Greenman..... | 0 | 3 | 35 | 68 | 1 | 0 |
| 231 | Austin..... | High School..... | Helen S. Wyllis.... | 0 | 3 | 21 | 51 | | |
| 232 | Barry..... | do..... | L. R. Chapin..... | 1 | 1 | 14 | 33 | 2 | 1 |
| 233 | Batavia..... | do..... | D. B. Hazen..... | 1 | 1 | 6 | 27 | 0 | 0 |
| 234 | Beardstown..... | do..... | A. C. Butler..... | 2 | 1 | 27 | 27 | 0 | 0 |
| 235 | Belleville..... | do..... | H. J. Klein..... | 4 | 0 | 47 | 74 | | |
| 236 | Belvidere..... | High School (North)... | S. C. Zinser, M. S.. | 1 | 1 | 22 | 29 | | |
| 237 | do..... | High School (South)... | J. G. Lucas..... | 1 | 2 | 12 | 33 | 1 | 0 |
| 238 | Bement..... | High School (dept.).. | J. M. Martin..... | 0 | 2 | 12 | 17 | | |
| 239 | Bloomington..... | High School..... | A. E. Whitten..... | 2 | 4 | 24 | 114 | 0 | 0 |
| 240 | Brimfield..... | High School (dept.).. | S. J. Bookmyer..... | 1 | 0 | 6 | 10 | 0 | 0 |
| 241 | Bushnell..... | High School..... | M. M. Pinckley, superintendent. | 1 | 1 | 10 | 24 | | |
| 242 | Byron..... | do..... | G. N. Maxwell..... | 1 | 0 | 7 | 17 | | |
| 243 | Cairo..... | Douglass High School | E. E. Hand..... | 2 | 2 | 27 | 56 | | |
| 244 | do..... | Sumner High School | W. E. McEwen..... | 1 | 0 | 7 | 11 | | |
| 245 | Camp Point..... | Maple Wood High School. | J. W. Creekmur.... | 1 | 1 | 32 | 36 | | |
| 246 | Canton..... | High School..... | Laura L. Bass..... | 1 | 1 | 12 | 46 | | |
| 247 | Carlinville..... | do..... | R. B. Anderson..... | 1 | 1 | 25 | 39 | | |
| 248 | Carmi..... | do..... | G. D. Humphrey.... | 2 | 0 | 21 | 21 | 4 | 7 |
| 249 | Carrollton..... | High School (dept.).. | Clyde Stone..... | 2 | 1 | 47 | 64 | | |
| 250 | Carthage..... | High School..... | E. S. Combs..... | 1 | 1 | 20 | 25 | 5 | 20 |
| 251 | Centralia..... | do..... | Bradford Farmer.... | 1 | 2 | 29 | 50 | | |
| 252 | Cerro Gordo..... | High School (dept.).. | John Loeffler..... | 1 | 0 | 5 | 3 | 0 | 0 |
| 253 | Champaign..... | High School..... | E. F. Adams..... | 2 | 2 | 44 | 68 | | |
| 254 | Charleston..... | do..... | Helena B. Pierson... | 0 | 3 | 25 | 59 | 0 | 0 |
| 255 | Chatsworth..... | do..... | F. P. Manly..... | 1 | 1 | 9 | 18 | | |
| 256 | Chebanse..... | do..... | A. Leachman..... | 1 | 0 | 6 | 14 | 0 | 0 |
| 257 | Cherry Valley..... | High School (dept.).. | O. J. Kern..... | 1 | 0 | 9 | 13 | | |
| 258 | Chester..... | High School..... | Julia A. Sebastian.. | 1 | 2 | 31 | 53 | 3 | 4 |
| 259 | Chicago..... | High School (English) | J. F. Clafin..... | 5 | 0 | 96 | 0 | 0 | 0 |
| 260 | do..... | High School (Hyde Park). | W. A. McAndrew.... | 8 | 4 | 142 | 252 | 25 | 20 |
| 261 | do..... | High School (Jefferson). | C. A. Cook..... | 2 | 2 | 60 | 80 | 6 | 8 |
| 262 | do..... | High School (Lake)... | J. E. Armstrong.... | 5 | 5 | 28 | 186 | 3 | 1 |
| 263 | do..... | High School (Lake View). | C. W. French..... | 4 | 8 | 98 | 291 | | |
| 264 | do..... | High School (North Division). | O. S. Westcott..... | 7 | 8 | 152 | 432 | | |

public high schools—Continued.

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----------------------------------|-----|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|-------|---------|--|--|--|--|--|--|--|--|
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | | |
| | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | | | | | | | | | |
| 3 | 2 | 7 | 8 | 7 | 6 | 3 | 4 | 2 | 0 | 0 | 17 | 14 | 12 | 4 | 22 | 11 | 13 | 6 | 27 | 15 | 213 | 213 | | | | | | | | | |
| 1 | 1 | 4 | 14 | 26 | 4 | 1 | | | 1 | | 12 | 18 | 11 | 19 | 12 | 8 | | | 18 | 20 | 214 | 214 | | | | | | | | | |
| | | 9 | | | | | | | | | 19 | 32 | 10 | 8 | 12 | 8 | | | | | 215 | 215 | | | | | | | | | |
| 5 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 12 | 5 | 12 | 5 | 10 | | | 12 | 14 | 216 | 216 | | | | | | | | | |
| 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 14 | 8 | 6 | 4 | 3 | 4 | 3 | 8 | 6 | 217 | 217 | | | | | | | | | |
| | | 4 | | | | | | | | | 4 | 3 | | | 14 | 10 | | | | | 218 | 218 | | | | | | | | | |
| | | | 8 | | | | | | | | | 9 | | | 4 | 3 | | | 4 | 3 | 219 | 219 | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | 220 | 220 | | | | | | | | | |
| 0 | 0 | 13 | | | | | | | | | 20 | 25 | 3 | 6 | 9 | 8 | | | 3 | 6 | 221 | 221 | | | | | | | | | |
| 0 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 11 | 11 | 2 | 5 | 8 | | | 5 | 4 | 222 | 222 | | | | | | | | | |
| 5 | 10 | 9 | 4 | 10 | | | | | | | 4 | 6 | 3 | 9 | 4 | 6 | | | 5 | 12 | 223 | 223 | | | | | | | | | |
| | | 3 | | | | | | | | | 5 | 8 | | | | | | | 6 | 6 | 224 | 224 | | | | | | | | | |
| | | 14 | 7 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 7 | 7 | 5 | 2 | 5 | 7 | 5 | 7 | 5 | 225 | 225 | | | | | | | | | |
| 5 | 6 | 11 | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 2 | 8 | 7 | 6 | 11 | 6 | 10 | 0 | 226 | 226 | | | | | | | | | |
| 8 | 15 | 15 | 37 | 83 | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 80 | 9 | 22 | 6 | 11 | 6 | 11 | 1 | 25 | 227 | 227 | | | | | | | | | |
| 2 | 3 | 30 | 16 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 9 | 11 | 20 | 11 | 19 | 11 | 20 | 22 | 31 | 228 | 228 | | | | | | | | | |
| 2 | 6 | 6 | 19 | 45 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 27 | 2 | 11 | 3 | 11 | 4 | 16 | 1 | 5 | 230 | 230 | | | | | | | | | |
| 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 6 | 9 | 2 | 5 | 7 | 19 | 231 | 231 | | | | | | | | | |
| 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 4 | 0 | 7 | 7 | 7 | 3 | 7 | 11 | 6 | 232 | 232 | | | | | | | | | |
| 0 | 0 | 7 | 10 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 14 | 0 | 7 | 11 | 6 | 3 | 7 | 11 | 6 | 233 | 233 | | | | | | | | | |
| | | 10 | 15 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 13 | 9 | 14 | 4 | 10 | 6 | 7 | 6 | 7 | 234 | 234 | | | | | | | | | |
| 1 | 0 | 11 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 12 | 3 | 8 | 6 | 9 | 2 | 5 | 8 | 8 | 235 | 235 | | | | | | | | | |
| | | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 9 | 3 | 2 | 0 | 3 | 2 | 0 | 2 | 2 | 236 | 236 | | | | | | | | | |
| 0 | 0 | 18 | 0 | 23 | 0 | 0 | 0 | 0 | 0 | 2 | 10 | 57 | 3 | 20 | 5 | 35 | 3 | 0 | 0 | 0 | 237 | 237 | | | | | | | | | |
| 3 | 0 | 10 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 10 | 3 | 0 | 6 | 3 | 0 | 0 | 0 | 0 | 238 | 238 | | | | | | | | | |
| | | 11 | | | | | | | | | 7 | 13 | 10 | 24 | 7 | 13 | | | | | 239 | 239 | | | | | | | | | |
| | | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 2 | 7 | 1 | 2 | 0 | 0 | 1 | 5 | 242 | 242 | | | | | | | | | |
| | | 0 | 6 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 30 | 4 | 15 | 4 | 13 | 0 | 0 | 0 | 6 | 243 | 243 | | | | | | | | | |
| | | 0 | 7 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 11 | | | | | | | | | 244 | 244 | | | | | | | | | |
| | | 0 | 10 | 22 | 0 | 0 | 0 | 0 | 0 | 4 | 30 | 32 | 9 | 11 | 12 | 9 | 6 | 7 | 7 | 13 | 245 | 245 | | | | | | | | | |
| | | 11 | 3 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 35 | | 11 | 3 | 16 | | 11 | 7 | 21 | 246 | 246 | | | | | | | | | |
| 3 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 14 | 4 | 6 | 5 | 7 | 0 | 0 | 4 | 6 | 247 | 247 | | | | | | | | | |
| | | 7 | 5 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 12 | 3 | 2 | 6 | 6 | 0 | 0 | 1 | 4 | 248 | 248 | | | | | | | | | |
| | | 9 | 12 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 28 | 3 | 9 | 4 | 12 | 3 | 8 | 13 | 18 | 249 | 249 | | | | | | | | | |
| | | 4 | 4 | 20 | | | | | | | 5 | 8 | | | 2 | 4 | | | | | 250 | 250 | | | | | | | | | |
| | | 5 | 8 | 12 | 0 | 0 | 0 | 0 | 0 | 8 | 5 | 10 | 5 | 10 | 6 | 11 | 4 | 8 | 5 | 10 | 251 | 251 | | | | | | | | | |
| 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 2 | 2 | 5 | 5 | 2 | 4 | 0 | 0 | 3 | 4 | 252 | 252 | | | | | | | | | |
| 28 | 38 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 24 | 10 | 16 | 10 | 23 | 0 | 0 | 7 | 14 | 253 | 253 | | | | | | | | | |
| 2 | 7 | 8 | 5 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 19 | 5 | 11 | 2 | 10 | 0 | 0 | 23 | 51 | 254 | 254 | | | | | | | | | |
| 3 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 7 | 4 | 9 | 4 | 5 | 3 | 3 | 3 | 3 | 2 | 255 | 255 | | | | | | | | | |
| | | 3 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 6 | 3 | 4 | 3 | 4 | 0 | 0 | 3 | 4 | 256 | 256 | | | | | | | | | |
| | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 2 | 4 | 4 | 5 | 0 | 0 | 4 | 5 | 257 | 257 | | | | | | | | | |
| 10 | 15 | 13 | 15 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 26 | 4 | 9 | 20 | 24 | 4 | 9 | 20 | 30 | 258 | 258 | | | | | | | | | |
| 0 | 0 | 0 | 130 | 180 | 12 | 16 | 4 | 30 | 20 | 50 | 68 | 90 | 28 | 63 | 63 | 85 | 5 | | 30 | | 259 | 259 | | | | | | | | | |
| 14 | 2 | 28 | 40 | 57 | 6 | 8 | 2 | 7 | 20 | 21 | 50 | 90 | 41 | 63 | 63 | 85 | 11 | 1 | 6 | 32 | 260 | 260 | | | | | | | | | |
| 0 | 0 | 19 | 7 | 48 | 3 | 1 | 0 | 13 | 19 | 65 | 25 | 70 | 2 | 43 | 1 | 26 | 2 | 43 | 2 | 40 | 262 | 262 | | | | | | | | | |
| 6 | 4 | 28 | 29 | 57 | 9 | 3 | 12 | 39 | 29 | 83 | 33 | 90 | 22 | 21 | 19 | 20 | 17 | 21 | 21 | 27 | 263 | 263 | | | | | | | | | |
| | | 49 | 111 | 236 | 21 | 13 | 22 | 65 | 42 | 160 | 87 | 202 | 40 | 128 | 16 | 62 | 19 | 59 | 39 | 132 | 264 | 264 | | | | | | | | | |

TABLE 6.—Statistics of public

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|------------------|------------------------|------------------------------------|--------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| ILLINOIS—cont'd. | | | | | | | | | |
| 265 | Chicago..... | High School (North-west Division). | F. P. Fisk..... | 8 | 4 | 80 | 293 | --- | --- |
| 266 | do..... | High School (South Division). | J. Slocum..... | 7 | 15 | 208 | 652 | 15 | 10 |
| 267 | do..... | High School (West Division). | G. M. Clayberg..... | 15 | 16 | 291 | 1,078 | 40 | 7 |
| 268 | Clayton..... | High School..... | O. W. Colgate..... | 1 | 1 | 20 | 23 | --- | --- |
| 269 | Clinton..... | do..... | Minnie M. Bishop..... | 1 | 2 | 15 | 41 | --- | --- |
| 270 | Cowden..... | do..... | J. A. Reed..... | 1 | 1 | 13 | 27 | --- | --- |
| 271 | Danville..... | do..... | L. A. McLouth..... | 2 | 3 | 70 | 145 | 0 | 0 |
| 272 | Davis..... | High School (dept.) | F. P. Fisher..... | 1 | 0 | 13 | 7 | 0 | 0 |
| 273 | Decatur..... | High School..... | C. M. McMahon..... | 3 | 5 | 117 | 184 | 35 | 40 |
| 274 | Dekalb..... | do..... | J. T. Bowles, supt..... | 1 | 1 | 18 | 23 | 0 | 0 |
| 275 | Delavan..... | do..... | G. A. Franklin..... | 1 | 2 | 24 | 28 | 0 | 0 |
| 276 | Downers Grove..... | High School (dept.) | Harriet F. Yakely..... | 0 | 1 | 6 | 10 | --- | --- |
| 277 | Durand..... | do..... | Annie C. Wright..... | 0 | 1 | 13 | 27 | --- | --- |
| 278 | Earlville..... | High School..... | M. M. Alden..... | 1 | 1 | 20 | 40 | --- | --- |
| 279 | East Dubuque..... | High School (dept.) | L. L. Lightcap..... | 0 | 4 | 16 | 18 | --- | --- |
| 280 | East St. Louis..... | High School..... | C. L. Manners..... | 2 | 2 | 7 | 31 | --- | --- |
| 281 | Edinburg..... | do..... | J. W. Carle..... | 2 | 0 | 24 | 24 | 7 | 5 |
| 282 | Efingham..... | do..... | I. A. Smothers..... | 1 | 1 | 18 | 24 | 0 | 0 |
| 283 | Elgin..... | do..... | K. D. Harges..... | 1 | 3 | 42 | 95 | 0 | 0 |
| 284 | Elizabeth..... | do..... | Richard Rogers..... | 1 | 0 | 15 | 20 | 0 | 0 |
| 285 | Elmwood..... | do..... | W. J. Pringle..... | 1 | 1 | 15 | 30 | --- | --- |
| 286 | Englewood..... | do..... | O. T. Bright..... | 6 | 8 | 157 | 323 | --- | --- |
| 287 | Eureka..... | do..... | W. C. Warfield..... | 1 | 1 | 19 | 31 | --- | --- |
| 288 | Evanston..... | do..... | H. L. Boltwood..... | 2 | 4 | 110 | 157 | 8 | 5 |
| 289 | Farmer City..... | do..... | C. C. Corey..... | 2 | 0 | 29 | 24 | --- | --- |
| 290 | Farmington..... | do..... | R. V. De Graff..... | 1 | 1 | 22 | 45 | 0 | 0 |
| 291 | Forrest..... | do..... | J. C. Mountjoy..... | 1 | 0 | 6 | 16 | --- | --- |
| 292 | Forreston..... | High School (dept.) | W. P. Gochenour..... | 1 | 1 | 25 | 26 | 0 | 0 |
| 293 | Freeport..... | High School..... | F. A. Roseburgh..... | 2 | 3 | 54 | 78 | 2 | 0 |
| 294 | Fulton..... | do..... | J. E. Bittinger..... | 1 | 1 | 11 | 23 | --- | --- |
| 295 | Galena..... | do..... | J. A. Williams..... | 1 | 3 | 29 | 46 | 5 | 7 |
| 296 | Galesburg..... | do..... | Mary E. Gettenry..... | 5 | 0 | 57 | 115 | --- | --- |
| 297 | Galva..... | do..... | F. W. White..... | 2 | 1 | 33 | 42 | --- | --- |
| 298 | Geneseo..... | do..... | Ada M. Schuabele..... | 1 | 2 | 23 | 39 | --- | --- |
| 299 | Geneva..... | do..... | C. R. Cross..... | 1 | 1 | 20 | 27 | --- | --- |
| 300 | Genoa..... | do..... | D. M. Gibbs..... | 1 | 0 | 3 | 4 | 0 | 0 |
| 301 | Gibson City..... | do..... | J. D. Shoop..... | 1 | 1 | 23 | 39 | 0 | 0 |
| 302 | Gilman..... | do..... | F. E. Hobard..... | 2 | 1 | 21 | 25 | --- | --- |
| 303 | Golconda..... | do..... | G. A. Weldon..... | 1 | 0 | 8 | 10 | --- | --- |
| 304 | Grayville..... | do..... | W. A. Mussett..... | 1 | 0 | 5 | 23 | --- | --- |
| 305 | Greenville..... | High School (dept.) | D. W. Lindsay..... | 1 | 2 | 27 | 33 | 0 | 0 |
| 306 | Greenview..... | do..... | J. S. Brazier, A. B..... | 1 | 3 | 15 | 19 | --- | --- |
| 307 | Griggsville..... | High School..... | W. R. Hatfield..... | 1 | 1 | 16 | 59 | 2 | 0 |
| 308 | Hamilton..... | do..... | M. Blanche Griffin..... | 0 | 2 | 13 | 35 | --- | --- |
| 309 | Harvard..... | High School (dept.) | J. L. Curtis..... | 1 | 1 | 15 | 32 | --- | --- |
| 310 | Havana..... | High School..... | Ettie L. Smith..... | 1 | 1 | 21 | 21 | 0 | 0 |
| 311 | Henry..... | do..... | J. W. Hartnett..... | 2 | 0 | 20 | 25 | --- | --- |
| 312 | Highland Park..... | do..... | E. W. Chase..... | 1 | 1 | 16 | 41 | 0 | 0 |
| 313 | Hillsboro..... | do..... | H. M. Anderson..... | 1 | 2 | 35 | 24 | 0 | 0 |
| 314 | Hinsdale..... | do..... | J. S. Stanley..... | 2 | 0 | 7 | 19 | --- | --- |
| 315 | Ipava..... | do..... | J. E. Luckey..... | 1 | 0 | 16 | 23 | 1 | 1 |
| 316 | Jacksonville..... | do..... | Virginia Graves..... | 2 | 3 | 31 | 115 | --- | --- |
| 317 | Jerseyville..... | do..... | J. Pike..... | 3 | 0 | 78 | 84 | --- | --- |
| 318 | Joliet..... | do..... | Q. L. Manchester..... | 2 | 3 | 50 | 100 | --- | --- |
| 319 | Kankakee..... | do..... | C. W. Groves..... | 1 | 3 | 34 | 66 | 0 | 0 |
| 320 | Lacon..... | do..... | I. M. Ong..... | 1 | 1 | 15 | 18 | --- | --- |
| 321 | Lanark..... | do..... | F. T. Oldt..... | 1 | 1 | 36 | 45 | 5 | 2 |
| 322 | La Grange..... | do..... | H. W. Thurston..... | 2 | 2 | 27 | 48 | 3 | 1 |
| 323 | Lena..... | do..... | C. F. Philbrook..... | 1 | 0 | 10 | 12 | 2 | 0 |
| 324 | Le Roy..... | High School (dept.) | J. W. Tavenner..... | 1 | 1 | 19 | 37 | 0 | 0 |
| 325 | Lewistown..... | High School..... | J. W. Adams..... | 1 | 1 | 15 | 27 | --- | --- |

high schools—Continued.

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------|----------------------------------|-----|--------|----|--------|----|---------|----|---------|-----|----------|-----|-----------|-----|----------|-----|------------|-----|------------------|-----|-------|---------|---------|---------|--|--|--|--|
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male. | Female. | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | Male. | Female. | | | | | |
| --- | --- | 23 | 53 | 183 | 0 | 0 | 5 | 19 | 22 | 91 | 47 | 146 | 13 | 75 | 14 | 51 | 14 | 51 | 13 | 75 | 265 | Male. | Female. | | | | | | |
| 25 | 20 | 91 | 122 | 237 | 15 | 10 | 30 | 135 | 41 | 220 | 94 | 150 | 45 | 125 | 42 | 83 | 45 | 82 | 48 | 127 | 266 | Male. | Female. | | | | | | |
| --- | --- | 130 | 235 | 790 | 40 | 7 | 15 | 153 | 39 | 232 | 139 | 479 | 74 | 270 | 41 | 202 | 41 | 202 | 74 | 270 | 267 | Male. | Female. | | | | | | |
| --- | --- | 0 | 13 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 26 | 4 | 5 | 1 | 5 | --- | --- | 1 | 5 | 268 | Male. | Female. | | | | | | |
| 4 | 12 | 15 | 40 | 70 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 4 | 13 | 4 | 13 | 4 | 13 | 4 | 13 | 269 | Male. | Female. | | | | | | |
| 0 | 0 | 0 | 40 | 70 | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 67 | 5 | 10 | 10 | 20 | 13 | 23 | 19 | 26 | 270 | Male. | Female. | | | | | | |
| 0 | 0 | 0 | 33 | 40 | 6 | 0 | 0 | 0 | 0 | 25 | 40 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 271 | Male. | Female. | | | | | | |
| 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 90 | 123 | 18 | 23 | 18 | 23 | 57 | 55 | 12 | 13 | 11 | 35 | 272 | Male. | Female. | | | | |
| 0 | 0 | 0 | 3 | 21 | 24 | 0 | 0 | 0 | 0 | 0 | 12 | 20 | 4 | 5 | 5 | 9 | 5 | 9 | 0 | 0 | 18 | 23 | 273 | Male. | Female. | | | | |
| --- | --- | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 10 | 5 | 10 | 5 | 9 | 5 | 9 | 0 | 0 | 3 | 6 | 274 | Male. | Female. | | | | |
| 14 | --- | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 17 | 2 | 6 | 2 | 6 | 2 | 6 | 8 | 14 | 277 | Male. | Female. | | | | | | |
| --- | --- | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 4 | 12 | 4 | 12 | 4 | 4 | 0 | 0 | 4 | 13 | 278 | Male. | Female. | | | | |
| --- | --- | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 2 | 4 | 2 | 4 | 3 | 5 | --- | --- | 2 | 5 | 279 | Male. | Female. | | | | |
| --- | --- | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 27 | 2 | 4 | 2 | 4 | 2 | 4 | 0 | 0 | 1 | 10 | 280 | Male. | Female. | | | | |
| 0 | 0 | 10 | 6 | 12 | 10 | 0 | 0 | 0 | 0 | 0 | 16 | 19 | 7 | 5 | 11 | 9 | 0 | 0 | 11 | 9 | 281 | Male. | Female. | | | | | | |
| --- | --- | 14 | 8 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 16 | 3 | 9 | 3 | 9 | 0 | 0 | 7 | 9 | 282 | Male. | Female. | | | | | | |
| 0 | 0 | 4 | 15 | 47 | 0 | 0 | 0 | 0 | 0 | 5 | 16 | 8 | 20 | 2 | 20 | 2 | 20 | 4 | 5 | 4 | 12 | 283 | Male. | Female. | | | | | |
| --- | --- | 5 | 6 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 14 | 6 | 7 | 7 | 10 | 3 | 10 | 6 | 8 | 285 | Male. | Female. | | | | | | |
| 25 | 45 | 24 | 130 | 249 | 0 | 0 | 0 | 0 | 0 | 27 | 74 | 88 | 150 | 43 | 111 | 7 | 22 | 19 | 40 | 58 | 142 | 286 | Male. | Female. | | | | | |
| --- | --- | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 7 | 3 | 5 | 3 | 5 | 3 | 0 | 0 | 13 | 11 | 287 | Male. | Female. | | | | | |
| 1 | 1 | 3 | 3 | 15 | 13 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 16 | 12 | 6 | 5 | 5 | 7 | 12 | 11 | 288 | Male. | Female. | | | | | | |
| 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 10 | 1 | 10 | 1 | 10 | 7 | 12 | 0 | 0 | 3 | 10 | 289 | Male. | Female. | | | | |
| 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 4 | 5 | 4 | 5 | 2 | 11 | 4 | 11 | 3 | 11 | 291 | Male. | Female. | | | | |
| 0 | 0 | 10 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 5 | 4 | 4 | 2 | 2 | 0 | 0 | 3 | 4 | 292 | Male. | Female. | | | | |
| --- | --- | 5 | 23 | 39 | 0 | 0 | 0 | 0 | 0 | 13 | 14 | 31 | 43 | 6 | 16 | 5 | 7 | 2 | 9 | 12 | 23 | 293 | Male. | Female. | | | | | |
| --- | --- | 8 | 9 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 9 | 3 | 8 | 3 | 8 | 3 | 6 | 4 | 4 | 4 | 4 | 294 | Male. | Female. | | | | |
| --- | --- | 41 | 40 | 90 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 26 | 5 | 11 | 5 | 11 | 5 | 7 | 0 | 0 | 7 | 8 | 295 | Male. | Female. | | | | |
| 1 | 3 | 14 | 22 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 20 | 7 | 7 | 9 | 11 | 4 | 11 | 4 | 11 | 297 | Male. | Female. | | | | | | |
| --- | --- | 4 | 8 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 20 | 8 | 10 | 7 | 12 | 1 | 5 | 4 | 4 | 4 | 298 | Male. | Female. | | | | | |
| 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 4 | 6 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 299 | Male. | Female. | | | | | |
| 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 29 | 8 | 14 | 4 | 6 | 4 | 6 | 0 | 0 | 6 | 19 | 300 | Male. | Female. | | | | |
| --- | --- | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 10 | 4 | 4 | 4 | 4 | 4 | 4 | 1 | 3 | 1 | 3 | 301 | Male. | Female. | | | | |
| --- | --- | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 6 | 1 | 4 | 1 | 4 | 1 | 4 | 0 | 0 | 7 | 6 | 302 | Male. | Female. | | | | |
| 0 | 0 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 16 | 2 | 12 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 304 | Male. | Female. | | | | |
| 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 6 | --- | --- | 5 | 5 | 0 | 0 | 2 | 3 | 3 | 306 | Male. | Female. | | | | | |
| 0 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 16 | 3 | 8 | 4 | 3 | 7 | 14 | 6 | 9 | 307 | Male. | Female. | | | | | | |
| --- | --- | 7 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 25 | 2 | 3 | 3 | 3 | 22 | 0 | 0 | 13 | 35 | 308 | Male. | Female. | | | | | |
| 0 | 0 | 8 | 3 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 14 | 3 | 5 | 3 | 5 | 0 | 0 | 4 | 12 | 309 | Male. | Female. | | | | | | |
| --- | --- | 6 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 12 | 3 | 5 | 9 | 12 | 5 | 3 | 3 | 5 | 3 | 310 | Male. | Female. | | | | | |
| 0 | 0 | 4 | 8 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 10 | 2 | 3 | 4 | 5 | --- | --- | 7 | 8 | 311 | Male. | Female. | | | | | | |
| 0 | 0 | 0 | 3 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 26 | 1 | 5 | 3 | 8 | 0 | 0 | 2 | 11 | 312 | Male. | Female. | | | | | | |
| --- | --- | 7 | 7 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 21 | 18 | 16 | 18 | 16 | 0 | 0 | 14 | 16 | 313 | Male. | Female. | | | | | | |
| 2 | 0 | 5 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 9 | 2 | 3 | 4 | 9 | 5 | 0 | 8 | 14 | 314 | Male. | Female. | | | | | | |
| --- | --- | 17 | 15 | 55 | 0 | 0 | 1 | 1 | 8 | 54 | 21 | 62 | 12 | 41 | 4 | 18 | 2 | 19 | 13 | 45 | 316 | Male. | Female. | | | | | | |
| 26 | 14 | 8 | 26 | 14 | 0 | 0 | 2 | 10 | 18 | 16 | 40 | 30 | 33 | 33 | 50 | 40 | 14 | 12 | 14 | 14 | 317 | Male. | Female. | | | | | | |
| 0 | 0 | 17 | 25 | 68 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 16 | 35 | 11 | 37 | 11 | 37 | 1 | 13 | 17 | 37 | 318 | Male. | Female. | | | | | |
| --- | --- | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 5 | 1 | 4 | 1 | 4 | 1 | 1 | 4 | 4 | 1 | 320 | Male. | Female. | | | | |
| 3 | 0 | 10 | 4 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 30 | 7 | 3 | 10 | 8 | 0 | 0 | 7 | 3 | 321 | Male. | Female. | | | | | | |
| 19 | 38 | 10 | 21 | 37 | 3 | 1 | 0 | 0 | 0 | 5 | 17 | 8 | 20 | 10 | 8 | 5 | 3 | 5 | 1 | 10 | 322 | Male. | Female. | | | | | | |
| 0 | 0 | 4 | 8 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 8 | 5 | 6 | 5 | 8 | --- | --- | 7 | 6 | 323 | Male. | Female. | | | | | | |
| 0 | 0 | 4 | 9 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 14 | --- | --- | 7 | 0 | 0 | 1 | 4 | 4 | 6 | 324 | Male. | Female. | | | | | |
| --- | --- | 2 | 9 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 11 | 0 | 3 | 3 | 11 | 1 | 3 | 3 | 8 | 324 | Male. | Female. | | | | | | |

TABLE 6.—Statistics of public

| State and post-office. | Name of institution. | Name of principal. | Number of in-struct-ors, "second-ary." | | Number of students in second-ary grade. | | Number pre-paring for col-lege class-ical course. | |
|------------------------|---------------------------|---------------------|--|---------|---|---------|---|---------|
| | | | Male. | Female. | Male. | Female. | Male. | Female. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| ILLINOIS—cont'd. | | | | | | | | |
| 326 Lexington | Lewiston | M. F. Bovard | 1 | 1 | 17 | 34 | 2 | 2 |
| 327 Lincoln | do | A. M. Miller | 0 | 4 | 37 | 67 | | |
| 328 Litchfield | do | Jennie F. Rogers | 2 | 1 | 35 | 66 | 0 | 0 |
| 329 Lockport | do | Charles Curtis | 0 | 5 | 21 | 23 | | |
| 330 Loda | do | J. K. Yoder | 1 | 1 | 36 | 23 | | |
| 331 Macomb | High School (dept.) | John McClenahan | 2 | 0 | 15 | 55 | 2 | 5 |
| 332 Marengo | High School | C. W. Hart | 1 | 1 | 30 | 32 | | |
| 333 Maroa | do | B. F. Shipley | 1 | 0 | 9 | 11 | 9 | 11 |
| 334 Mar-selles | do | J. P. Yoder | 1 | 1 | 20 | 32 | 0 | 0 |
| 335 Marshall | do | L. A. Wallace | 1 | 1 | 29 | 33 | | |
| 336 Mason City | do | E. A. Naylor | 0 | 3 | 21 | 32 | 0 | 0 |
| 337 Maitoon | do | Mary A. Pout | 0 | 2 | 25 | 58 | | |
| 338 Mendota | High School (Black-stone. | William Jenkins | 1 | 2 | 17 | 26 | 0 | 0 |
| 339 Meredosia | High School | B. E. Decker | 1 | 0 | 20 | 21 | | |
| 340 Metamora | do | J. S. Ward | 1 | 1 | 11 | 19 | | |
| 341 Metropolis City | do | J. M. Bowlby | 2 | 1 | 23 | 62 | 0 | 0 |
| 342 Milford | do | Frank Harry | 1 | 1 | 14 | 13 | | |
| 343 Minier* | do | T. S. Davy | 1 | 1 | 13 | 20 | | |
| 344 Minonk | do | L. J. Hancock | 1 | 1 | 16 | 35 | 0 | 0 |
| 345 Moline | do | B. C. Caldwell | 3 | 3 | 37 | 105 | | |
| 346 Momence | do | H. P. Little | 1 | 1 | 12 | 30 | 0 | 1 |
| 347 Monmouth | do | W. D. McDowell | 1 | 1 | 35 | 55 | | |
| 348 Monticello | do | F. E. Auten | 2 | 0 | 24 | 12 | | |
| 349 Morris | do | George Blount | 1 | 2 | 15 | 55 | | |
| 350 Morrison | High School (dept.) | M. F. Miller | 1 | 2 | 25 | 49 | 2 | 4 |
| 351 Mount Carmel | High School | M. J. Stevenson | 1 | 1 | 20 | 15 | 3 | 1 |
| 352 Mount Carroll | do | W. A. Pratt | 1 | 1 | 32 | 52 | | |
| 353 Mount Pulaski | do | William Mines | 1 | 2 | 14 | 22 | | |
| 354 Mount Vernon | do | S. B. Whittington | 1 | 1 | 8 | 20 | | |
| 355 Naperville | do | R. F. Bunnell | 1 | 0 | 12 | 20 | | |
| 356 Nashville | do | L. Bernventer | 2 | 0 | 8 | 17 | | |
| 357 Nauvoo | do | C. E. Smith | 3 | 3 | 20 | 30 | | |
| 358 Newman | do | J. L. Hughes | 1 | 1 | 44 | 41 | | |
| 359 Newton | do | N. S. Scovell | 1 | 1 | 20 | 24 | 0 | 0 |
| 360 Nokomis | do | W. B. Davis | 1 | 1 | 20 | 25 | | |
| 361 Normal | do | H. S. Hoffman | 0 | 2 | 7 | 12 | 0 | 0 |
| 362 Nunda | High School (dept.) | S. M. Grimes | 1 | 1 | 4 | 18 | 0 | 0 |
| 363 Oakland | High School | John Snyder | 1 | 1 | 30 | 30 | | |
| 364 Oak Park | do | W. H. Clemens | 1 | 3 | 48 | 73 | 13 | 11 |
| 365 Odell | do | Fred Barton | 1 | 1 | 15 | 10 | | |
| 366 Olney | do | H. W. Shryock | 3 | 1 | 18 | 52 | 0 | 0 |
| 367 Oregon | do | Mattie E. McCall | 1 | 2 | 31 | 50 | 0 | 0 |
| 368 Oswego | High School (dept.) | A. W. Merrill | 1 | 0 | 11 | 12 | 0 | 0 |
| 369 Ottawa | High School | J. O. Leslie | 5 | 5 | 106 | 150 | 12 | 12 |
| 370 Pana | High School (east) | W. T. Gooden | 1 | 1 | 5 | 25 | 0 | 0 |
| 371 "do | High School (west) | L. S. Ham | 1 | 1 | 21 | 26 | | |
| 372 Paris | High School | A. Harvey | 1 | 3 | 34 | 76 | 17 | 38 |
| 373 Paxton | do | T. L. Evans | 1 | 1 | 19 | 28 | | |
| 374 Payson | do | N. J. Hinton | 1 | 0 | 25 | 28 | 0 | 3 |
| 375 Pocatonica | do | Lewis Goodrich | 1 | 1 | 22 | 24 | | |
| 376 Pekin | do | Annie S. Newman | 0 | 3 | 22 | 53 | 0 | 0 |
| 377 Peoria | do | A. W. Beasley | 6 | 4 | 125 | 390 | | |
| 378 Peotone | do | C. V. McReynolds | 1 | 1 | 5 | 5 | | |
| 379 Peru | do | F. W. Smedley | 1 | 2 | 24 | 47 | | |
| 380 Petersburg | do | J. E. Alexander | 2 | 0 | 25 | 36 | | |
| 381 Pittsfield | do | George Selby, A. M. | 1 | 2 | 47 | 50 | 3 | 1 |
| 382 Plano | do | W. McFarlane | 1 | 1 | 17 | 19 | | |
| 383 Polo | do | R. W. Burton | 1 | 3 | 31 | 41 | | |
| 384 Princeton | do | H. C. Forbes | 1 | 2 | 45 | 47 | | |
| 385 Rantoul | do | S. R. Kyle | 1 | 1 | 15 | 16 | | |
| 386 Ridge Farm | High School (dept.) | J. H. Moore | 1 | 0 | 8 | 10 | | |
| 387 Robinson | do | D. W. Creekmur | 1 | 2 | 20 | 30 | 0 | 0 |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of in-struct-ors, "sec-ond-ary." | | Number of students in second-ary grade. | | Number pre-paring for col-lege clas-sical course. | |
|------------------|------------------------|------------------------|------------------------|---|---------|---|---------|---|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| ILLINOIS—cont'd. | | | | | | | | | |
| 388 | Rock Falls..... | High School | S. A. Maxwell | 1 | 2 | 13 | 20 | --- | --- |
| 389 | Rockford | do | W. A. Edwards..... | 2 | 7 | 68 | 150 | 4 | 8 |
| 390 | Roodhouse | High School (dept.) .. | John Gavin | 2 | 0 | 20 | 20 | 4 | 2 |
| 391 | Rossville | High School | H. W. Flanegin | 1 | 1 | 10 | 25 | 0 | 0 |
| 392 | Rushville | do | M. T. Veatch | 1 | 1 | 12 | 38 | --- | --- |
| 393 | Sandwich | do | W. M. Wirt | 2 | 0 | 20 | 30 | 1 | 0 |
| 394 | San Jose | High School (dept.) .. | M. Bolla | 1 | 0 | 8 | 7 | --- | --- |
| 395 | Savanna | do | B. F. Hendricks | 1 | 0 | 3 | 15 | --- | --- |
| 396 | Shannon | High School | W. D. Smith | 1 | 1 | 20 | 28 | 0 | 0 |
| 397 | Shelbyville | do | E. H. Owen | 1 | 1 | 14 | 26 | 3 | 5 |
| 398 | Sheldon | do | M. L. Weems | 1 | 1 | 21 | 33 | --- | --- |
| 399 | Sparta | do | J. M. Nickles | 2 | 1 | 61 | 67 | --- | --- |
| 400 | Springfield | do | William Helmle | 2 | 6 | 120 | 174 | 4 | 3 |
| 401 | Sterling | do | Anna Parmalee | 1 | 3 | 44 | 49 | 0 | 0 |
| 402 | Streator | do | R. Williams | 2 | 5 | 50 | 180 | 2 | 4 |
| 403 | Sycamore | do | A. J. Blanchard | 1 | 2 | 26 | 34 | 0 | 0 |
| 404 | Tallula | do | J. R. Boulware | 1 | 0 | 10 | 21 | 0 | 0 |
| 405 | Taylorville | High School (west) .. | D. O. Withmer | 1 | 1 | 30 | 42 | --- | --- |
| 406 | Thomson | High School | T. N. Fleming | 1 | 1 | 18 | 24 | --- | --- |
| 407 | Toulon | High School (dept.) .. | J. H. Stickney | 1 | 1 | 9 | 28 | 0 | 0 |
| 408 | Turner | High School | M. Madison | 1 | 1 | 7 | 9 | --- | --- |
| 409 | Tuscola | do | W. J. Myers | 1 | 2 | 35 | 47 | --- | --- |
| 410 | Urbana | do | J. W. Hays | 2 | 1 | 38 | 65 | 0 | 0 |
| 411 | Vandalia | do | W. F. Baxter | 2 | 0 | 15 | 21 | 0 | 0 |
| 412 | Virdeu | do | P. M. Silloway | 2 | 0 | 32 | 52 | 0 | 0 |
| 413 | Virginia | do | T. W. B. Everhart .. | 1 | 1 | 13 | 25 | --- | --- |
| 414 | Warren | do | I. C. Baker | 1 | 3 | 20 | 35 | --- | --- |
| 415 | Warsaw | do | A. W. Hussey | 1 | 1 | 12 | 22 | 0 | 1 |
| 416 | Washburn | do | A. C. Hazen | 1 | 1 | 21 | 39 | --- | --- |
| 417 | Washington | do | F. L. Calkins | 1 | 2 | 35 | 45 | --- | --- |
| 418 | Watseka | do | H. F. Rulison | 1 | 1 | 24 | 35 | --- | --- |
| 419 | Waukegan | do | C. L. Sawyer | 1 | 2 | 33 | 53 | 10 | 14 |
| 420 | Waverly | High School (dept.) .. | Sophia Watson | 0 | 2 | 12 | 15 | 0 | 0 |
| 421 | Wheaton | High School | J. R. Rassweiler | 1 | 1 | 22 | 33 | --- | --- |
| 422 | Whitehall | High School (dept.) .. | C. H. Andrews | 2 | 0 | 37 | 45 | 0 | 0 |
| 423 | Wilmington | High School | G. E. Perry | 1 | 1 | 20 | 30 | --- | --- |
| 424 | Winchester | High School (dept.) .. | William Gay | 2 | 0 | 22 | 31 | --- | --- |
| 425 | Windsor | High School | J. A. Montgomery .. | 0 | 4 | 7 | 21 | --- | --- |
| 426 | Winnebago | High School (dept.) .. | F. H. Chase, M. A. .. | 1 | 1 | 10 | 30 | 0 | 1 |
| 427 | Woodstock | do | J. N. Kelley | 0 | 4 | 25 | 29 | --- | --- |
| 428 | Yorkville | High School | W. D. Edmunds | 1 | 1 | 23 | 21 | 0 | 0 |
| INDIANA. | | | | | | | | | |
| 429 | Amboy | Amboy Academy | J. Z. A. McCaughan .. | 2 | 0 | 36 | 31 | --- | --- |
| 430 | Andrews | High School | J. C. Comstock | 1 | 1 | 23 | 24 | --- | --- |
| 431 | Arcadia | High School (dept.) .. | M. E. Meartz | 1 | 0 | 4 | 3 | --- | --- |
| 432 | Argos | do | E. M. Teeple | 2 | 0 | 18 | 17 | 0 | 0 |
| 433 | Attica | High School | S. E. Harwood | 2 | 1 | 18 | 45 | 0 | 0 |
| 434 | Auburn | High School (dept.) .. | B. B. Harrison | 2 | 0 | 27 | 35 | 0 | 0 |
| 435 | Bedford | High School | C. S. Thomas | 2 | 1 | 13 | 50 | --- | --- |
| 436 | Bloomington | do | Grace H. Woodburn .. | 1 | 2 | 53 | 73 | --- | --- |
| 437 | Bluffton | do | W. P. Burris | 1 | 2 | 27 | 59 | 12 | 14 |
| 438 | Boonville | do | C. E. Clarke | 1 | 0 | 21 | 18 | --- | --- |
| 439 | Bourbon | do | B. McAlpine | 1 | 1 | 20 | 28 | 0 | 0 |
| 440 | Brazil | do | T. N. James | 2 | 0 | 17 | 43 | --- | --- |
| 441 | Bremen | High School (dept.) .. | H. H. Miller | 1 | 0 | 12 | 14 | 1 | 0 |
| 442 | Bristol | High School | J. E. McCartney, A. B. | 2 | 1 | 13 | 20 | 8 | 9 |
| 443 | Brookville | do | C. W. McClure | 1 | 2 | 24 | 23 | --- | --- |
| 444 | Brownstown | do | R. F. Evans | 1 | 0 | 23 | 22 | 23 | 22 |
| 445 | Butler | do | Clara E. Kinney | 1 | 1 | 32 | 36 | 0 | 0 |
| 446 | Cambridge City | do | A. L. Baldwin | 2 | 1 | 33 | 38 | --- | --- |
| 447 | Clinton | do | J. H. Tomlin | 2 | 0 | 15 | 28 | 0 | 0 |

public high schools—Continued.

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----------------------------------|----|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|-----------------|---------|-------|---------|-----|--|--|--|--|--|
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history | | | | | | | | | |
| | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | |
| 15 | 20 | 37 | 40 | 80 | 0 | 0 | 0 | 0 | 0 | 25 | 35 | 6 | 13 | 10 | 44 | 6 | 7 | 6 | 6 | 6 | 6 | 3 | 3 | 388 | | | | | |
| 2 | 5 | 2 | 5 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 13 | 0 | 28 | 4 | 7 | 5 | 5 | 5 | 5 | 3 | 3 | 389 | | | | | |
| 4 | 5 | 4 | 5 | 8 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 5 | 11 | 4 | 6 | 7 | 4 | 9 | 4 | 4 | 4 | 11 | 11 | 390 | | | | | |
| 0 | 0 | 13 | 5 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 40 | 2 | 10 | 8 | 14 | 6 | 12 | 6 | 11 | 391 | | | | | | | |
| 0 | 0 | 10 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 30 | 6 | 28 | 8 | 14 | 6 | 12 | 15 | 25 | 392 | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 1 | 28 | 1 | 3 | 3 | 3 | 2 | 3 | 393 | | | | | | | |
| 0 | 0 | 14 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 6 | 1 | 13 | 1 | 13 | 0 | 0 | 1 | 13 | 394 | | | | | | | |
| 1 | 0 | 12 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 5 | 3 | 0 | 8 | 10 | 0 | 0 | 12 | 14 | 395 | | | | | | | |
| 0 | 0 | 5 | 5 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 15 | 8 | 18 | 4 | 11 | 6 | 8 | 8 | 10 | 396 | | | | | | | |
| 0 | 0 | 9 | 5 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 8 | 2 | 4 | 6 | 5 | 2 | 4 | 12 | 8 | 397 | | | | | | | |
| 15 | 0 | 41 | 55 | 74 | 5 | 4 | 0 | 0 | 0 | 20 | 55 | 36 | 72 | 44 | 56 | 21 | 23 | 11 | 8 | 110 | 125 | 400 | | | | | | | |
| 10 | 5 | 24 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 27 | 16 | 19 | 16 | 19 | 8 | 10 | 9 | 10 | 401 | | | | | | | |
| 2 | 0 | 14 | 20 | 40 | 0 | 0 | 0 | 0 | 0 | 20 | 60 | 30 | 60 | 20 | 30 | 15 | 35 | 5 | 14 | 18 | 30 | 402 | | | | | | | |
| 4 | 3 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 8 | 7 | 5 | 7 | 8 | 6 | 6 | 7 | 7 | 403 | | | | | | | |
| 8 | 15 | 4 | 4 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 16 | 3 | 2 | 5 | 8 | 0 | 0 | 3 | 2 | 404 | | | | | | | |
| 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 40 | 12 | 16 | 15 | 24 | 6 | 18 | 30 | 405 | | | | | | | | |
| 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 8 | 0 | 0 | 5 | 8 | 0 | 0 | 5 | 8 | 406 | | | | | | | |
| 0 | 0 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 19 | 1 | 9 | 1 | 3 | 0 | 0 | 6 | 9 | 407 | | | | | | | |
| 5 | 6 | 13 | 23 | 58 | 0 | 0 | 0 | 0 | 0 | 9 | 15 | 11 | 13 | 4 | 10 | 8 | 10 | 4 | 8 | 35 | 61 | 410 | | | | | | | |
| 1 | 0 | 3 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 56 | 12 | 17 | 9 | 6 | 0 | 0 | 2 | 6 | 411 | | | | | | | |
| 0 | 0 | 5 | 13 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 32 | 1 | 4 | 10 | 10 | 0 | 0 | 1 | 4 | 412 | | | | | | | |
| 20 | 25 | 6 | 15 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 21 | 2 | 10 | 1 | 4 | 0 | 0 | 1 | 10 | 413 | | | | | | | |
| 1 | 0 | 3 | 4 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 6 | 6 | 4 | 6 | 4 | 0 | 0 | 4 | 6 | 414 | | | | | | | |
| 0 | 0 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 8 | 1 | 11 | 3 | 11 | 0 | 0 | 2 | 415 | | | | | | | | |
| 0 | 0 | 8 | 3 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 8 | 5 | 6 | 5 | 6 | 0 | 0 | 5 | 6 | 416 | | | | | | | |
| 6 | 14 | 6 | 6 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 10 | 10 | 10 | 4 | 8 | 6 | 5 | 6 | 6 | 417 | | | | | | | |
| 0 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 28 | 6 | 6 | 8 | 16 | 0 | 0 | 4 | 18 | 418 | | | | | | | |
| 0 | 0 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 10 | 17 | 3 | 3 | 7 | 9 | 0 | 0 | 5 | 4 | 420 | | | | | | | |
| 0 | 0 | 14 | 2 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 17 | 4 | 5 | 7 | 9 | 0 | 0 | 17 | 19 | 421 | | | | | | | |
| 0 | 0 | 10 | 6 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 19 | 2 | 12 | 3 | 13 | 0 | 0 | 14 | 7 | 422 | | | | | | | |
| 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 5 | 3 | 8 | 8 | 5 | 0 | 0 | 5 | 15 | 423 | | | | | | | |
| 3 | 4 | 3 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 1 | 8 | 0 | 0 | 3 | 3 | 0 | 0 | 9 | 13 | 424 | | | | | | | |
| 1 | 0 | 5 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 12 | 0 | 10 | 0 | 7 | 0 | 7 | 4 | 8 | 425 | | | | | | | |
| 0 | 0 | 9 | 12 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 23 | 2 | 3 | 3 | 9 | 2 | 3 | 25 | 29 | 426 | | | | | | | |
| 0 | 0 | 18 | 12 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 12 | 11 | 12 | 6 | 3 | 3 | 3 | 5 | 7 | 428 | | | | | | | |
| 0 | 0 | 2 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 14 | 8 | 3 | 1 | 2 | 0 | 0 | 0 | 10 | 8 | 429 | | | | | | | |
| 0 | 0 | 4 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 1 | 5 | 0 | 1 | 0 | 0 | 4 | 1 | 431 | | | | | | | |
| 4 | 0 | 1 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 2 | 7 | 4 | 16 | 1 | 7 | 5 | 0 | 0 | 0 | 1 | 5 | 432 | | | | | | | |
| 0 | 0 | 7 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 20 | 14 | 5 | 2 | 5 | 2 | 5 | 2 | 3 | 2 | 433 | | | | | | | |
| 0 | 0 | 5 | 6 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 26 | 0 | 10 | 0 | 10 | 0 | 10 | 6 | 20 | 434 | | | | | | | |
| 0 | 0 | 8 | 51 | 49 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 59 | 7 | 7 | 1 | 5 | 0 | 0 | 19 | 21 | 435 | | | | | | | |
| 0 | 0 | 9 | 12 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 19 | 8 | 3 | 8 | 3 | 8 | 3 | 6 | 10 | 437 | | | | | | | |
| 0 | 8 | 4 | 21 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 8 | 7 | 8 | 4 | 7 | 0 | 0 | 1 | 3 | 438 | | | | | | | |
| 0 | 0 | 40 | 5 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 16 | 8 | 8 | 6 | 7 | 0 | 0 | 8 | 8 | 439 | | | | | | | |
| 1 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 23 | 2 | 2 | 20 | 20 | 0 | 0 | 4 | 20 | 440 | | | | | | | |
| 10 | 11 | 9 | 8 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 5 | 8 | 10 | 9 | 5 | 8 | 6 | 441 | | | | | | | |
| 0 | 0 | 5 | 18 | 14 | 0 | 0 | 0 | 0 | 0 | 7 | 9 | 12 | 13 | 4 | 5 | 3 | 2 | 0 | 0 | 8 | 6 | 442 | | | | | | | |
| 0 | 0 | 1 | 23 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 8 | 2 | 4 | 11 | 8 | 0 | 0 | 2 | 4 | 444 | | | | | | | |
| 12 | 11 | 4 | 14 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 11 | 6 | 5 | 9 | 7 | 0 | 0 | 6 | 5 | 445 | | | | | | | |
| 14 | 27 | 24 | 2 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 21 | 18 | 21 | 5 | 12 | 5 | 5 | 5 | 5 | 446 | | | | | | | |
| 0 | 0 | 2 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 28 | 1 | 5 | 6 | 18 | 0 | 0 | 1 | 5 | 447 | | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|-----------------|------------------------|--|--------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| INDIANA—cont'd. | | | | | | | | | |
| 448 | Columbus | High School | Samuel Wertz | 1 | 2 | 56 | 80 | | |
| 449 | Connersville | High School (dept.) | W. F. L. Sanders | 1 | 1 | 16 | 30 | | |
| 450 | Corydon | High School | E. S. Hallett | 1 | 2 | 14 | 19 | 5 | 3 |
| 451 | Covington | do | H. C. Harry | 1 | 0 | 3 | 12 | 1 | 1 |
| 452 | Crawfordsville | do | F. P. Mount | 1 | 2 | 13 | 96 | 0 | 0 |
| 453 | Danville | do | H. J. Shafer | 1 | 1 | 12 | 20 | 5 | 6 |
| 454 | Decatur | High School (dept.) | Jesse Lewis | 1 | 1 | 4 | 16 | 0 | 0 |
| 455 | Delphi | High School | J. M. Culver | 2 | 0 | 10 | 22 | | |
| 456 | Dublin | do | W. S. Davis | 2 | 0 | 22 | 24 | | |
| 457 | Edinburg | do | F. L. Harris | 2 | 0 | 21 | 24 | 4 | 2 |
| 458 | Elizabethtown | do | J. L. Dixon | 1 | 1 | 14 | 15 | 0 | 8 |
| 459 | Elwood | do | T. F. Fitzgibbon | 1 | 0 | 16 | 9 | | |
| 460 | Evansville | High School (colored) | J. R. Blackburn | 1 | 1 | 7 | 8 | | |
| 461 | do | High School | Robert Spear | 4 | 9 | 164 | 173 | 17 | 6 |
| 462 | Farmland | do | U. G. Cox | 1 | 0 | 12 | 12 | | |
| 463 | Fort Wayne | Central Grammar School (High School dept.) | C. T. Lane | 4 | 6 | 82 | 168 | | |
| 464 | Frankfort | High School | J. A. Wood | 3 | 1 | 43 | 88 | 2 | 2 |
| 465 | Franklin | do | Kittie E. Palmer | 2 | 2 | 40 | 62 | | |
| 466 | Garrett | High School (dept.) | F. M. Mercia | 1 | 3 | 20 | 25 | | |
| 467 | Goshen | High School | W. H. Sims | 1 | 2 | 45 | 65 | | |
| 468 | Greenfield | do | G. S. Wilson | 1 | 1 | 32 | 45 | | |
| 469 | Greensburg | do | G. L. Roberts | 2 | 2 | 33 | 77 | | |
| 470 | Hagerstown | High School (dept.) | P. V. Voris | 2 | 0 | 32 | 23 | | |
| 471 | Huntingburg | High School | F. S. Morgenthaler | 1 | 0 | 4 | 9 | | |
| 472 | Huntington | do | Ella E. Kirtland | 1 | 3 | 27 | 55 | | |
| 473 | Indianapolis | High School (No. 2) | G. W. Hufford | 3 | 3 | 55 | 126 | | |
| 474 | Jamestown | High School (dept.) | O. B. Hulz | 1 | 0 | 6 | 3 | | |
| 475 | Jeffersonville | High School | C. M. Marble | 1 | 2 | 30 | 80 | | |
| 476 | Jolietville | High School (dept.) | F. W. Baxter | 1 | 0 | 6 | 8 | | |
| 477 | Kendalville | do | F. O. Hester | 2 | 1 | 13 | 26 | | |
| 478 | Knightstown | High School (dept.) | O. R. Baker | 3 | 0 | 19 | 35 | | |
| 479 | Kokomo | High School | H. G. Woody | 2 | 1 | 45 | 52 | 30 | 26 |
| 480 | La Fayette | do | J. A. Zeller | 1 | 3 | 44 | 132 | | |
| 481 | La Grange | High School (dept.) | A. J. Johnson | 2 | 1 | 60 | 55 | 9 | 7 |
| 482 | La Gro | High School | Walter Pavey | 1 | 1 | 19 | 23 | | |
| 483 | La Porte | do | A. G. Hall | 5 | 1 | 55 | 78 | | |
| 484 | Liberty | do | P. B. Nye | 2 | 0 | 26 | 39 | 1 | 1 |
| 485 | Lawrenceburg | do | T. H. Meek | 2 | 1 | 21 | 24 | 1 | 1 |
| 486 | Lewisville | Richsquare Academy | Oliver Steele | 1 | 2 | 16 | 20 | | |
| 487 | Ligonier | High School (dept.) | Charles Dolan | 1 | 2 | 33 | 35 | 0 | 0 |
| 488 | Lima | High School | C. M. Leib | 2 | 0 | 16 | 21 | | |
| 489 | Logansport | do | A. H. Douglass | 3 | 1 | 45 | 85 | | |
| 490 | Marion | do | A. W. Moore | 2 | 1 | 29 | 69 | | |
| 491 | Martinsville | High School (dept.) | J. R. Starkey | 1 | 3 | 38 | 48 | | |
| 492 | Michigan City | do | Edward Boyle | 1 | 2 | 39 | 53 | 6 | 1 |
| 493 | Middlebury | High School | J. W. Casper | 1 | 0 | 15 | 23 | 1 | 1 |
| 494 | Mishawaka | High School (dept.) | B. J. Bogue | 2 | 1 | 15 | 34 | 1 | 4 |
| 495 | Monticello | do | J. W. Hamilton | 2 | 1 | 22 | 33 | 2 | 6 |
| 496 | Moorefield | do | D. Culbertson | 1 | 0 | 14 | 14 | | |
| 497 | Mount Sterling | High School | I. W. Richards | 1 | 0 | 13 | 14 | | |
| 498 | Mount Vernon | do | E. S. Monroe | 4 | 0 | 27 | 70 | | |
| 499 | Maurice | do | D. C. Barrett | 2 | 3 | 69 | 107 | | |
| 500 | Nappanee | High School (dept.) | B. F. Deahl | 1 | 0 | 8 | 10 | | |
| 501 | New Albany | High School | J. P. Funk | 1 | 2 | 49 | 60 | | |
| 502 | do | High School, Scribner | W. O. Vance | 1 | 1 | 16 | 18 | 0 | 0 |
| 503 | New Castle | High School | C. N. Mickels | 2 | 1 | 41 | 62 | 0 | 0 |
| 504 | New Harmony | do | C. H. Wood | 1 | 1 | 30 | 40 | | |
| 505 | Noblesville | do | J. F. Haines | 3 | 0 | 46 | 55 | | |
| 506 | North Vernon | do | C. N. Peak | 1 | 3 | 27 | 29 | | |
| 507 | Oxford | High School (dept.) | M. F. Orear | 1 | 1 | 6 | 22 | | |
| 508 | Patriot | High School | J. W. Noel | 1 | 0 | 15 | 5 | | |
| 509 | Peru | do | A. D. Moffett | 1 | 3 | 44 | 84 | | |

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----------------------------------|---------|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|--|--|--|--|--|--|--|--|--|--|
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | |
| 2 | 0 | 17 | 5 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 15 | 8 | 9 | 8 | 9 | 0 | 0 | 8 | 9 | 448 | | | | | | | | | | |
| 0 | 0 | 11 | 8 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 10 | 15 | 15 | 4 | 7 | 4 | 7 | 4 | 7 | 449 | | | | | | | | | | |
| 0 | 5 | 12 | 12 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 19 | 14 | 19 | 14 | 19 | 0 | 10 | 14 | 19 | 450 | | | | | | | | | | |
| 0 | 0 | 6 | 6 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 12 | 3 | 12 | 3 | 12 | 0 | 0 | 3 | 12 | 451 | | | | | | | | | | |
| 0 | 0 | 6 | 6 | 16 | 0 | 0 | 0 | 0 | 0 | 5 | 11 | 53 | 5 | 19 | 1 | 1 | 1 | 10 | 13 | 34 | 452 | | | | | | | | | | |
| 0 | 0 | 11 | 4 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 14 | 1 | 4 | 3 | 5 | 0 | 7 | 7 | 7 | 453 | | | | | | | | | | |
| 0 | 0 | 7 | 6 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 16 | 4 | 16 | 4 | 16 | 4 | 16 | 4 | 16 | 454 | | | | | | | | | | |
| 0 | 0 | 10 | 22 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 15 | 2 | 6 | 2 | 4 | 2 | 4 | 4 | 11 | 455 | | | | | | | | | | |
| 0 | 0 | 5 | 8 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 20 | 10 | 5 | 10 | 5 | 6 | 4 | 0 | 0 | 456 | | | | | | | | | | |
| 0 | 0 | 9 | 14 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 11 | 4 | 3 | 4 | 3 | 2 | 3 | 8 | 7 | 457 | | | | | | | | | | |
| 0 | 0 | 0 | 14 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 15 | 1 | 9 | 10 | 9 | 1 | 9 | 10 | 9 | 458 | | | | | | | | | | |
| 8 | 0 | 31 | 68 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 18 | 3 | 3 | 2 | 2 | 2 | 2 | 1 | 7 | 459 | | | | | | | | | | |
| 23 | 12 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 88 | 25 | 40 | 27 | 41 | 20 | 26 | 38 | 47 | 461 | | | | | | | | | | |
| | | 23 | 12 | 46 | 2 | 2 | 0 | 0 | 0 | 0 | 25 | 49 | 14 | 27 | 13 | 26 | 4 | 9 | 15 | 41 | 463 | | | | | | | | | | |
| 2 | 0 | 19 | 23 | 48 | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 60 | 17 | 20 | 5 | 15 | 0 | 0 | 17 | 40 | 464 | | | | | | | | | | |
| | | 8 | 35 | 57 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 42 | 4 | 6 | 20 | 30 | 5 | 7 | 6 | 14 | 465 | | | | | | | | | | |
| | | 8 | 5 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 20 | 3 | 10 | 5 | 10 | 0 | 0 | 7 | 12 | 466 | | | | | | | | | | |
| | | 11 | 15 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 42 | 6 | 11 | 9 | 12 | 6 | 4 | 8 | 26 | 467 | | | | | | | | | | |
| | | 13 | 22 | 45 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 37 | 5 | 8 | 6 | 15 | 0 | 0 | 5 | 8 | 468 | | | | | | | | | | |
| | | 15 | 28 | 62 | 0 | 0 | 0 | 0 | 1 | 0 | 17 | 41 | 7 | 16 | 4 | 12 | 5 | 13 | 4 | 12 | 469 | | | | | | | | | | |
| | | 4 | 32 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 23 | 32 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 470 | | | | | | | | | | |
| | | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 471 | | | | | | | | | | |
| | | 17 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 34 | 6 | 16 | 9 | 9 | 6 | 13 | 14 | 26 | 472 | | | | | | | | | | |
| | | 16 | 24 | 0 | 0 | 0 | 0 | 0 | 5 | 25 | 45 | 76 | 6 | 24 | 20 | 30 | 0 | 0 | 10 | 20 | 473 | | | | | | | | | | |
| | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 3 | 0 | 0 | 1 | 1 | 0 | 0 | 3 | 1 | 474 | | | | | | | | | | |
| | | 13 | 30 | 80 | | | | | | | | | | | | | | | | | | | | | | | | | | | |

TABLE 6.—Statistics of

| State and post-office. | Name of institution. | Name of principal. | Number of instructors, "second-ary." | | Number of students in second-ary grade. | | Number preparing for college classical course. | |
|------------------------|--------------------------|--------------------------------------|--------------------------------------|---------|---|---------|--|---------|
| | | | Male. | Female. | Male. | Female. | Male. | Female. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| INDIANA—cont'd. | | | | | | | | |
| 510 Petersburg..... | High school..... | R. W. Jones..... | 2 | 0 | 22 | 23 | --- | --- |
| 511 Plymouth..... | do..... | R. A. Chase..... | 1 | 1 | 17 | 20 | 0 | 0 |
| 512 Portland..... | do..... | G. W. Meckel, B. S..... | 2 | 0 | 16 | 33 | 0 | 0 |
| 513 Princeton..... | do..... | H. W. Monical..... | 3 | 0 | 22 | 41 | 7 | 9 |
| 514 Remington..... | High School (dept.)..... | Mary A. Johnson..... | 1 | 1 | 17 | 38 | 0 | 0 |
| 515 Rensselaer..... | High School..... | S. E. Sparling..... | 2 | 0 | 35 | 39 | --- | --- |
| 516 Richmond..... | do..... | O. L. Kelso..... | 5 | 3 | 85 | 127 | --- | --- |
| 517 Roanoke..... | do..... | J. F. Smith..... | 1 | 1 | 19 | 20 | --- | --- |
| 518 Rochester..... | do..... | J. F. Scull..... | 1 | 1 | 21 | 28 | --- | --- |
| 519 Rockport..... | do..... | V. McKnight..... | 1 | 1 | 20 | 47 | --- | --- |
| 520 Rockville..... | High School (dept.)..... | J. A. Miller..... | 1 | 1 | 20 | 39 | 3 | 3 |
| 521 Salem..... | do..... | W. G. Almond..... | 3 | 0 | 17 | 19 | 0 | 0 |
| 522 Seymour..... | Shields High School..... | W. S. Wood, super- intendent..... | 1 | 2 | 16 | 35 | --- | --- |
| 523 Sheridan..... | High School (dept.)..... | C. A. Peterson..... | 2 | 0 | 30 | 16 | --- | --- |
| 524 South Bend..... | High School..... | E. F. Lohr..... | 2 | 3 | 69 | 116 | 2 | 1 |
| 525 Spencer..... | High School (dept.)..... | Alice Milligan..... | 2 | 3 | 29 | 43 | 4 | 2 |
| 526 Sullivan..... | do..... | W. R. Nesbit..... | 2 | 0 | 21 | 23 | --- | --- |
| 527 Terre Haute..... | High School..... | A. L. Wyeth..... | 3 | 12 | 181 | 294 | --- | --- |
| 528 Thorntown..... | do..... | A. E. Malsbary..... | 2 | 0 | 14 | 21 | 10 | 20 |
| 529 Tipton..... | do..... | R. M. Recobs..... | 2 | 0 | 26 | 37 | --- | --- |
| 530 Union City..... | do..... | Susan G. Patterson..... | 2 | 2 | 28 | 46 | --- | --- |
| 531 Valparaiso..... | do..... | Susan M. Skinner..... | 2 | 2 | 33 | 64 | --- | --- |
| 532 Vevay..... | do..... | Annie S. Trofelet..... | 1 | 2 | 32 | 51 | --- | --- |
| 533 Vincennes..... | do..... | Phillmer Day..... | 2 | 2 | 27 | 84 | --- | --- |
| 534 Wabash..... | do..... | Adelaide Baylor..... | 1 | 3 | 23 | 55 | --- | --- |
| 535 Warren..... | do..... | D. R. Major..... | 1 | 0 | 11 | 20 | --- | --- |
| 536 Warsaw..... | High School (dept.)..... | Emogen Mowrer..... | 1 | 2 | 30 | 63 | 1 | 1 |
| 537 Washington..... | High School..... | W. F. Axtell..... | 3 | 1 | 49 | 77 | --- | --- |
| 538 Waterloo..... | do..... | H. H. Keep..... | 1 | 4 | 20 | 25 | 1 | 1 |
| 539 Williamsport..... | do..... | S. C. Hanson..... | 1 | 0 | 8 | 14 | --- | --- |
| 540 Winamac..... | High School (dept.)..... | A. T. Reid, A. M..... | 1 | 1 | 27 | 33 | 2 | 1 |
| 541 Winchester..... | High School..... | H. W. Bowers..... | 4 | 1 | 45 | 66 | --- | --- |
| 542 Wolcottville..... | High School (dept.)..... | H. S. Gilliams..... | 1 | 0 | 22 | 21 | --- | --- |
| 543 Worthington..... | High School..... | J. V. Zartman..... | 2 | 0 | 10 | 20 | 1 | 3 |
| 544 Xenia..... | High School (dept.)..... | W. E. Alexander..... | 1 | 0 | 16 | 16 | 3 | 1 |
| 545 Zionsville..... | High School..... | M. D. Avery..... | 1 | 0 | 20 | 9 | --- | --- |
| IOWA. | | | | | | | | |
| 546 Ackley..... | High School (dept.)..... | C. H. Cole..... | 1 | 1 | 19 | 43 | 0 | 0 |
| 547 Adair..... | High School..... | J. H. Garber..... | 1 | 0 | 20 | 21 | --- | --- |
| 548 Adel..... | do..... | W. J. Dobson..... | 1 | 2 | 20 | 35 | --- | --- |
| 549 Afton..... | do..... | A. G. Owen, A. M..... | 1 | 3 | 58 | 74 | --- | --- |
| 550 Alkon..... | High School (dept.)..... | I. C. Hise..... | 1 | 0 | 2 | 3 | 0 | 0 |
| 551 Albia..... | High School..... | C. H. Bye..... | 1 | 2 | 30 | 40 | 5 | 0 |
| 552 Algona..... | do..... | W. H. Dixon..... | 1 | 4 | 19 | 42 | --- | --- |
| 553 Allerton..... | High School (dept.)..... | G. M. Halliday..... | 2 | 0 | 30 | 45 | 8 | 15 |
| 554 Alta..... | do..... | G. F. Ostrander..... | 1 | 1 | 22 | 26 | --- | --- |
| 555 Ames..... | High School..... | M. F. Morgan..... | 1 | 1 | 29 | 39 | 3 | 12 |
| 556 Anamosa..... | do..... | Park Hill..... | 1 | 1 | 29 | 36 | 10 | 20 |
| 557 Audubon..... | do..... | T. L. Hawks..... | 1 | 1 | 15 | 40 | --- | --- |
| 558 Avoca..... | do..... | W. C. Davis..... | 1 | 1 | 10 | 20 | 4 | 6 |
| 559 Bedford..... | do..... | William Bell..... | 1 | 2 | 37 | 49 | 0 | 0 |
| 560 Belle Plain..... | do..... | G. W. Samson..... | 1 | 2 | 35 | 53 | --- | --- |
| 561 Bellevue..... | do..... | W. H. Bender..... | 1 | 1 | 11 | 17 | --- | --- |
| 562 Birmingham..... | High School (dept.)..... | W. C. Kennedy..... | 1 | 1 | 21 | 23 | --- | --- |
| 563 Blairstown..... | do..... | L. E. Goodwin..... | 1 | 1 | 8 | 20 | --- | --- |
| 564 Bloomfield..... | High School..... | S. J. Finley..... | 2 | 0 | 23 | 42 | --- | --- |
| 565 Bonaparte..... | High School (dept.)..... | Annie E. Packer..... | 0 | 1 | 30 | 16 | 0 | 0 |
| 566 Brighton..... | High School..... | A. L. Holiday..... | 1 | 3 | 20 | 25 | 1 | 0 |
| 567 Brooklyn..... | do..... | W. C. Rayburn..... | 1 | 1 | 20 | 30 | --- | --- |
| 568 Burlington..... | do..... | E. Poppe..... | 4 | 4 | 105 | 185 | --- | --- |
| 569 Cantril..... | High School (dept.)..... | W. A. Cave..... | 1 | 1 | 34 | 32 | 6 | 2 |

public high schools—Continued.

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----|----------------------------------|----|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|-------|---------|--|--|--|--|--|--|--|--|
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | | |
| | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | |
| --- | --- | 2 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 9 | 7 | 1 | 2 | 4 | 4 | 0 | 0 | 3 | 5 | 510 | | | | | | | | | |
| 0 | 0 | 7 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 16 | 6 | 8 | 6 | 7 | 6 | 7 | 7 | 10 | 511 | | | | | | | | | | |
| 4 | 3 | 16 | 17 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 41 | 22 | 41 | 22 | 41 | 22 | 41 | 22 | 41 | 512 | | | | | | | | | | |
| 0 | 0 | 8 | 2 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 13 | 3 | 5 | 5 | 6 | 6 | 6 | 3 | 13 | 513 | | | | | | | | | | |
| 0 | 0 | 2 | 19 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 22 | 2 | 8 | 2 | 3 | 2 | 3 | 8 | 11 | 514 | | | | | | | | | | |
| 0 | 0 | 10 | 28 | 48 | 0 | 0 | 0 | 0 | 0 | 12 | 67 | 83 | 18 | 26 | 22 | 32 | 3 | 8 | 22 | 27 | 515 | | | | | | | | | | |
| 0 | 0 | 4 | 13 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 23 | 5 | 14 | 5 | 6 | 2 | 2 | 8 | 4 | 516 | | | | | | | | | | |
| 2 | 4 | 15 | 5 | 15 | 0 | 0 | 0 | 0 | 0 | 15 | 18 | 10 | 10 | 4 | 10 | 6 | 6 | 4 | 10 | 6 | 519 | | | | | | | | | | |
| 3 | 0 | 7 | 12 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 27 | 4 | 12 | 4 | 14 | 0 | 0 | 12 | 27 | 520 | | | | | | | | | | |
| 16 | 35 | 9 | 16 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 27 | 6 | 26 | 5 | 18 | 0 | 0 | 5 | 18 | 521 | | | | | | | | | | |
| 1 | 2 | 25 | 32 | 41 | 2 | 3 | 0 | 0 | 23 | 42 | 28 | 13 | 2 | 18 | 10 | 2 | 0 | 0 | 12 | 5 | 523 | | | | | | | | | | |
| 0 | 0 | 10 | 13 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 23 | 2 | 7 | 2 | 5 | 0 | 0 | 9 | 17 | 524 | | | | | | | | | | |
| 0 | 0 | 8 | 9 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 16 | 2 | 8 | 7 | 6 | 7 | 6 | 0 | 0 | 526 | | | | | | | | | | |
| 0 | 0 | 29 | 51 | 89 | 0 | 0 | 0 | 0 | 0 | 60 | 73 | 98 | 111 | 11 | 25 | 35 | 43 | 14 | 13 | 45 | 64 | 527 | | | | | | | | | |
| 0 | 0 | 6 | 12 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 21 | 12 | 20 | 12 | 20 | 0 | 0 | 12 | 21 | 528 | | | | | | | | | | |
| 0 | 0 | 10 | 20 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 18 | 1 | 9 | 4 | 2 | 0 | 0 | 1 | 9 | 529 | | | | | | | | | | |
| 0 | 0 | 7 | 9 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 18 | 3 | 4 | 3 | 4 | 8 | 12 | 20 | 30 | 530 | | | | | | | | | | |
| 0 | 0 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 17 | 4 | 11 | 4 | 11 | 4 | 11 | 4 | 11 | 581 | | | | | | | | | | |
| 0 | 0 | 20 | 11 | 8 | 0 | 0 | 0 | 0 | 0 | 4 | 25 | 34 | 7 | 13 | 11 | 13 | 7 | 13 | 15 | 20 | 532 | | | | | | | | | | |
| 0 | 0 | 13 | 4 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 14 | 1 | 6 | 7 | 18 | 1 | 7 | 3 | 16 | 533 | | | | | | | | | | |
| 0 | 0 | 20 | 13 | 22 | 0 | 0 | 0 | 0 | 6 | 23 | 13 | 22 | 6 | 20 | 6 | 20 | 4 | 13 | 6 | 20 | 534 | | | | | | | | | | |
| 2 | 2 | 0 | 9 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 13 | 8 | 13 | 7 | 8 | 0 | 0 | 0 | 0 | 535 | | | | | | | | | | |
| 0 | 0 | 10 | 15 | 30 | 1 | 1 | 0 | 0 | 0 | 0 | 15 | 30 | 10 | 20 | 10 | 20 | 4 | 12 | 5 | 10 | 536 | | | | | | | | | | |
| 0 | 0 | 17 | 10 | 5 | 0 | 0 | 0 | 0 | 1 | 2 | 12 | 29 | 2 | 29 | 4 | 12 | 4 | 6 | 4 | 12 | 537 | | | | | | | | | | |
| 0 | 0 | 4 | 10 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 12 | 2 | 2 | 8 | 3 | 0 | 0 | 7 | 3 | 538 | | | | | | | | | | |
| 0 | 0 | 19 | 30 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 9 | 1 | 4 | 1 | 4 | 0 | 0 | 8 | 12 | 539 | | | | | | | | | | |
| 0 | 0 | 4 | 10 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 19 | 4 | 10 | 4 | 7 | 4 | 7 | 7 | 12 | 540 | | | | | | | | | | |
| 0 | 0 | 5 | 11 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 39 | 15 | 16 | 17 | 18 | 7 | 8 | 16 | 17 | 541 | | | | | | | | | | |
| 0 | 0 | 4 | 10 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 17 | 2 | 2 | 5 | 4 | 0 | 0 | 5 | 6 | 542 | | | | | | | | | | |
| 0 | 0 | 2 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 20 | 4 | 1 | 4 | 8 | 0 | 0 | 4 | 8 | 543 | | | | | | | | | | |
| 0 | 0 | 8 | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 4 | 6 | 6 | 6 | 4 | 0 | 0 | 6 | 4 | 544 | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 4 | 6 | 5 | 5 | 4 | 0 | 0 | 9 | 3 | 545 | | | | | | | | | | |
| 0 | 0 | 5 | 1 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 16 | 6 | 11 | 3 | 6 | 0 | 0 | 1 | 4 | 4 | 546 | | | | | | | | | |
| 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 12 | 0 | 0 | 2 | 2 | 0 | 0 | 4 | 2 | 8 | 547 | | | | | | | | | |
| 2 | 3 | 22 | 12 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 17 | 5 | 5 | 4 | 13 | 8 | 0 | 6 | 8 | 8 | 548 | | | | | | | | | |
| 0 | 0 | 6 | 4 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 42 | 8 | 14 | 2 | 3 | 8 | 14 | 40 | 42 | 3 | 550 | | | | | | | | | |
| 8 | 15 | 5 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 20 | 2 | 6 | 5 | 3 | 6 | 1 | 15 | 20 | 551 | | | | | | | | | | |
| 7 | 10 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 18 | 2 | 7 | 17 | 20 | 0 | 2 | 8 | 18 | 552 | | | | | | | | | | |
| 0 | 0 | 9 | 29 | 36 | 0 | 0 | 0 | 0 | 0 | 5 | 26 | 34 | 3 | 6 | 3 | 6 | 0 | 0 | 7 | 16 | 554 | | | | | | | | | | |
| 0 | 0 | 6 | 2 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 555 | | | | | | | | | | |
| 3 | 1 | 8 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 6 | 9 | 40 | 5 | 12 | 2 | 6 | 2 | 6 | 5 | 8 | 556 | | | | | | | | | | |
| 0 | 0 | 10 | 6 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 21 | 2 | 9 | 3 | 7 | 6 | 8 | 6 | 14 | 559 | | | | | | | | | | |
| 0 | 0 | 12 | 4 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 30 | 3 | 4 | 3 | 14 | 3 | 14 | 10 | 18 | 560 | | | | | | | | | | |
| 0 | 0 | 11 | 6 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 4 | 7 | 4 | 7 | 0 | 0 | 2 | 6 | 561 | | | | | | | | | | |
| 0 | 0 | 5 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 3 | 2 | 3 | 2 | 0 | 0 | 2 | 2 | 562 | | | | | | | | | | |
| 4 | 5 | 13 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 12 | 4 | 9 | 8 | 20 | 4 | 9 | 8 | 12 | 563 | | | | | | | | | | |
| 0 | 0 | 2 | 2 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 14 | 1 | 1 | 4 | 8 | 0 | 0 | 4 | 8 | 564 | | | | | | | | | | |
| 0 | 0 | 12 | 20 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 9 | 3 | 2 | 5 | 7 | 5 | 5 | 8 | 7 | 566 | | | | | | | | | | |
| 0 | 0 | 12 | 70 | 72 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 59 | 25 | 28 | 7 | 8 | 12 | 13 | 40 | 41 | 568 | | | | | | | | | | |
| 0 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 16 | 12 | 569 | | | | | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|-----------------|------------------------|------------------------------------|--------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| IOWA—continued. | | | | | | | | | |
| 570 | Carroll..... | High School | J. L. Rose | 1 | 0 | 4 | 8 | | |
| 571 | Carson..... | High School (dept.) .. | J. W. W. Laird | 1 | 0 | 16 | 17 | | |
| 572 | Cedar Falls..... | High School | O. J. Laylander | 1 | 7 | 25 | 47 | | |
| 573 | Cedar Rapids..... | do | Abbie S. Abbott | 0 | 10 | 90 | 207 | 20 | 60 |
| 574 | Centerville..... | do | H. C. Hollingsworth .. | 1 | 1 | 27 | 48 | | |
| 575 | Chariton..... | do | L. B. Carlisle | 1 | 1 | 28 | 44 | | |
| 576 | Charles City..... | do | G. S. Dick | 2 | 4 | 38 | 71 | | |
| 577 | Cherokee..... | High School (dept.) .. | J. C. Yocum | 1 | 3 | 45 | 66 | | |
| 578 | Clarksville..... | do | E. M. Green | 1 | 2 | 37 | 43 | 0 | 0 |
| 579 | Clear Lake..... | High School | F. I. Drake | 1 | 1 | 44 | 32 | | |
| 580 | Clinton..... | do | Julia J. Sweet | 0 | 5 | 41 | 113 | | |
| 581 | Colfax..... | do | S. B. Montgomery | 1 | 2 | 20 | 27 | | |
| 582 | Corning..... | High School (dept.) .. | I. P. Clark | 1 | 1 | 28 | 45 | 0 | 5 |
| 583 | Correctionville..... | High School | A. E. Clarendon | 1 | 1 | 28 | 29 | | |
| 584 | Corydon..... | High School (dept.) .. | Louis Begeman | 1 | 1 | 25 | 45 | 0 | 1 |
| 585 | Council Bluffs..... | High School | F. A. Hyde | 2 | 3 | 48 | 125 | | |
| 586 | Cresco..... | High School (dept.) .. | E. G. Cooley | 1 | 2 | 29 | 30 | 0 | 0 |
| 587 | Creston..... | High School | O. E. French | 1 | 3 | 74 | 147 | | |
| 588 | Davenport..... | do | F. E. Stratton | 3 | 5 | 129 | 200 | 6 | 16 |
| 589 | Decorah..... | High School (dept.) .. | C. M. Boutelle | 2 | 2 | 17 | 31 | | |
| 590 | Denison..... | do | C. K. Dukes | 1 | 1 | 26 | 33 | 3 | 7 |
| 591 | Des Moines..... | Forest Home High School (dept.) .. | O. E. Smith | 1 | 2 | 19 | 20 | | |
| 592 | do | Forest Home (east) .. | F. E. Plummer | 2 | 4 | 50 | 190 | 5 | 13 |
| 593 | do | Forest Home (west) .. | Celia Ford | 3 | 5 | 90 | 178 | | |
| 594 | De Witt..... | Forest Home | C. E. Schlabach | 1 | 1 | 20 | 37 | | |
| 595 | Dow City..... | Forest Home (dept.) .. | Ida A. Mosher | 0 | 1 | 5 | 14 | | |
| 596 | Dows..... | Forest Home | J. R. McCullom | 1 | 1 | 14 | 20 | 0 | 0 |
| 597 | Dubuque..... | do | David Compton | 2 | 5 | 75 | 153 | | |
| 598 | Eagle Grove..... | do | J. G. Grundy | 1 | 2 | 19 | 30 | 0 | 0 |
| 599 | Daddyville..... | do | M. D. Hayes | 1 | 1 | 6 | 18 | | |
| 600 | Eldon..... | do | F. S. Robinson | 1 | 2 | 23 | 36 | 0 | 0 |
| 601 | Eldora..... | do | C. F. Woodward | 1 | 2 | 31 | 42 | 0 | 0 |
| 602 | Elkader..... | do | J. E. Webb | 2 | 1 | 29 | 30 | 0 | 0 |
| 603 | Emmettsburg..... | do | H. S. Gemmill | 1 | 1 | 11 | 13 | | |
| 604 | Essex..... | Forest Home (dept.) .. | David Williams | 1 | 0 | 1 | 2 | 1 | 1 |
| 605 | Estherville..... | Forest Home | H. H. Davidson | 1 | 1 | 16 | 22 | | |
| 606 | Fairfield..... | do | S. C. Irving | 1 | 1 | 12 | 18 | | |
| 607 | Farmington..... | do | J. F. Anderson | 1 | 1 | 18 | 20 | | |
| 608 | Farragut..... | do | J. C. King | 1 | 0 | 10 | 15 | | |
| 609 | Fayette..... | do | F. H. Bloodgood | 1 | 1 | 30 | 35 | | |
| 610 | Fort Dodge..... | do | E. N. Clarke | 2 | 1 | 35 | 70 | | |
| 611 | Fort Madison..... | Forest Home (dept.) .. | N. C. Campbell, A. M. .. | 2 | 3 | 42 | 69 | | |
| 612 | Glenwood..... | Forest Home | H. M. Brayton | 1 | 1 | 22 | 32 | | |
| 613 | Grand Junction..... | Forest Home (dept.) .. | J. L. Lyon | 1 | 0 | 17 | 23 | 1 | 0 |
| 614 | Greenfield..... | do | A. A. Taylor | 1 | 1 | 24 | 46 | 0 | 0 |
| 615 | Grinnell..... | do | G. W. Cowden, supt. .. | 3 | 3 | 60 | 64 | | |
| 616 | Grundy Center..... | Forest Home | W. D. Wells | 1 | 1 | 20 | 33 | 4 | 5 |
| 617 | Guthrie Center..... | do | J. H. Brown | 2 | 0 | 22 | 33 | | |
| 618 | Guttenburg..... | do | Sumner Miller, A. B. .. | 1 | 1 | 17 | 15 | 6 | 1 |
| 619 | Hamburg..... | do | H. A. Simons | 1 | 1 | 29 | 25 | 0 | 0 |
| 620 | Hampton..... | Forest Home (dept.) .. | S. S. Townsley | 2 | 5 | 64 | 96 | | |
| 621 | Harlan..... | do | A. B. Warner | 1 | 2 | 24 | 55 | | |
| 622 | Hull..... | High School (dept.) .. | D. M. Odle | 1 | 1 | 4 | 15 | | |
| 623 | Humboldt..... | do | Clarence Messer | 2 | 0 | 31 | 34 | | |
| 624 | Humeston..... | do | J. F. Holiday | 1 | 0 | 12 | 13 | | |
| 625 | Ida Grove..... | do | Sherman Yates | 2 | 0 | 19 | 25 | | |
| 626 | Independence..... | do | Clara M. Travis | 2 | 3 | 67 | 68 | | |
| 627 | Indianola..... | High School | D. R. Michener | 1 | 2 | 26 | 40 | | |
| 628 | Iowa City..... | do | E. L. Porter | 2 | 3 | 57 | 90 | | |
| 629 | Jefferson..... | High School (dept.) .. | S. M. Mowatt | 1 | 2 | 21 | 30 | | |
| 630 | Kellogg..... | High School | J. A. Callison | 1 | 1 | 23 | 29 | | |
| 631 | Keosauqua..... | do | A. B. Goss, A. M. .. | 1 | 1 | 27 | 33 | | |
| 632 | Kingsley..... | High School (dept.) .. | Clara W. Ellis | 0 | 2 | 27 | 28 | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of in-struct-ors, "sec-ond-ary." | | Number of students in second-ary grade. | | Number pre-paring for col-lege class-ical course. | |
|-----------------|------------------------|----------------------|-----------------------|---|---------|---|---------|---|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| IOWA—continued. | | | | | | | | | |
| 633 | Knoxville | High School (dept.) | M. A. Mizzelle | 0 | 3 | 43 | 52 | | |
| 634 | Lake Mills | High School | J. F. Staadt | 1 | 0 | 7 | 24 | | |
| 635 | Lansing | do | J. B. Knopfier | 1 | 1 | 9 | 21 | 0 | 0 |
| 636 | Laporte City | do | J. H. Leighton | 1 | 1 | 17 | 19 | | |
| 637 | Le Claire | do | A. E. Baker | 1 | 1 | 11 | 14 | 1 | 6 |
| 638 | Le Mars | do | Franc Magness | 0 | 2 | 18 | 36 | | |
| 639 | Lenox | do | R. Turney | 1 | 1 | 9 | 13 | | |
| 640 | Leon | High School (dept.) | A. L. Lyon | 3 | 0 | 31 | 62 | 0 | 9 |
| 641 | Lisbon | High School | W. D. Runkle | 1 | 0 | 13 | 23 | 0 | 0 |
| 642 | Logan | High School (dept.) | H. E. Wheeler | 1 | 1 | 28 | 41 | 4 | 4 |
| 643 | Lynnville | Lynnville Academy | Arthur Pratt | 1 | 1 | 12 | 8 | | |
| 644 | Lyons | High School | M. J. Palmer | 1 | 2 | 20 | 52 | 1 | 1 |
| 645 | McGregor | do | Given Griffiths | 2 | 1 | 27 | 29 | 5 | 7 |
| 646 | Malcom | High School (dept.) | F. M. Wagoner | 1 | 1 | 7 | 13 | | |
| 647 | Malvern | High School | Alma Frazier | 0 | 1 | 4 | 10 | | |
| 648 | Manchester | do | S. W. Stookey | 1 | 2 | 36 | 42 | 8 | 24 |
| 649 | Manning | High School (dept.) | Sara L. Garrett | 0 | 2 | 28 | 32 | | |
| 650 | Mapleton | High School | C. W. Durette | 1 | 0 | 12 | 13 | | |
| 651 | Maquoketa | do | C. C. Dudley | 1 | 2 | 41 | 52 | 2 | 3 |
| 652 | Marion | do | A. E. Andrews | 1 | 3 | 51 | 85 | | |
| 653 | Marshalltown | do | C. A. Taylor | 3 | 5 | 74 | 135 | 4 | 10 |
| 654 | Mason City | do | William Wilcox | 2 | 2 | 33 | 55 | | |
| 655 | Menlo | do | G. B. Lynch | 1 | 1 | 26 | 25 | 20 | 15 |
| 656 | Milton | do | D. L. Newkirk | 1 | 2 | 65 | 56 | | |
| 657 | Molingona | do | J. L. Cunningham | 1 | 1 | 14 | 20 | 4 | 6 |
| 658 | Montezuma | High School (dept.) | G. W. Bryan | 1 | 1 | 60 | 40 | 2 | 3 |
| 659 | Monticello | High School | W. A. Doran | 1 | 2 | 26 | 41 | | |
| 660 | Montrose | High School (dept.) | F. H. Glancy | 1 | 1 | 14 | 38 | | |
| 661 | Morning Sun | High School | W. B. Moffett | 1 | 1 | 20 | 30 | | |
| 662 | Moulton | do | F. E. King | 2 | 1 | 32 | 21 | | |
| 663 | Mount Ayr | High School (dept.) | J. W. Wilkerson | 1 | 1 | 35 | 45 | | |
| 664 | Mount Pleasant | High School | Emma Lucrode | 1 | 2 | 26 | 67 | | |
| 665 | Mount Vernon | High School (dept.) | C. A. Torrey | 0 | 4 | 25 | 34 | | |
| 666 | Muscatine | High School | E. F. Schall | 2 | 4 | 60 | 120 | | |
| 667 | Nashua | do | D. T. Werner | 1 | 1 | 26 | 34 | 0 | 0 |
| 668 | Neola | do | W. B. Rowland | 1 | 2 | 14 | 26 | 2 | 2 |
| 669 | Nevada | do | L. T. Wed | 1 | 1 | 23 | 33 | 0 | 0 |
| 670 | New Hampton | High School (dept.) | F. B. Strike | 2 | 0 | 15 | 21 | | |
| 671 | Newton | do | Daniel Miller | 1 | 2 | 40 | 45 | | |
| 672 | Northwood | High School | H. A. Dwell | 1 | 1 | 17 | 26 | | |
| 673 | Odebolt | High School (dept.) | J. H. Orcutt | 1 | 1 | 22 | 37 | | |
| 674 | Oelwein | High School | F. S. Watson | 1 | 0 | 12 | 14 | | |
| 675 | Ogden | do | E. D. G. Culbert-son. | 3 | 0 | 33 | 42 | | |
| 676 | Onawa | High School (dept.) | A. F. Burton | 1 | 1 | 20 | 35 | | |
| 677 | Osage | High School | George Chandler | 1 | 1 | 42 | 44 | | |
| 678 | Oskaloosa | do | E. H. White | 1 | 5 | 57 | 117 | 16 | 64 |
| 679 | Ottumwa | do | R. A. Metcalf | 1 | 3 | 38 | 190 | 5 | 5 |
| 680 | Oxford Junction | High School (dept.) | Aaron Palmer | 1 | 1 | 10 | 18 | 1 | 1 |
| 681 | Pella | High School | W. E. Aul | 1 | 1 | 7 | 20 | | |
| 682 | Perry | High School (dept.) | Jessie McCaughan | 2 | 1 | 36 | 42 | | |
| 683 | Red Oak | High School | H. H. Monlux | 1 | 1 | 22 | 46 | 0 | 0 |
| 684 | Riverton | High School (dept.) | M. E. Dailey | 1 | 0 | 10 | 11 | | |
| 685 | Rock Rapids | do | E. E. Blanchard | 1 | 2 | 47 | 53 | 6 | 9 |
| 686 | Sabula | High School | P. E. Hoadley | 1 | 0 | 10 | 24 | | |
| 687 | Sac City | High School (dept.) | H. H. Fellows | 1 | 1 | 25 | 25 | | |
| 688 | St. Charles | do | J. D. Phillips | 1 | 1 | 15 | 25 | | |
| 689 | Sanborn | High School | W. I. Simpson | 1 | 1 | 20 | 30 | | |
| 690 | Scranton | do | E. Bell | 1 | 1 | 10 | 20 | | |
| 691 | Seymour | High School (dept.) | J. A. Cozard | 1 | 2 | 15 | 20 | 2 | 3 |
| 692 | Shelby | High School | H. A. Field | 1 | 0 | 16 | 21 | 0 | 0 |
| 693 | Sheldon | High School (dept.) | W. S. Wilson | 1 | 1 | 9 | 23 | | |
| 694 | Shenandoah | High School | A. B. Carroll | 1 | 2 | 30 | 50 | | |
| 695 | Sibley | High School (dept.) | W. A. Ferguson | 1 | 2 | 33 | 35 | 8 | 12 |

public high schools—Continued.

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----------------------------------|---------|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|-------|---------|-------|---------|-------|---------|-------|---------|
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | |
| 3 | 5 | 21 | 16 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 23 | 25 | 16 | 17 | 6 | 6 | 8 | 7 | 633 | | | | | | | |
| 2 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 19 | 1 | 4 | 6 | 4 | 0 | 0 | 3 | 4 | 634 | | | | | | | |
| 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 3 | 19 | 5 | 1 | 6 | 2 | 0 | 0 | 4 | 19 | 635 | | | | | | | |
| 0 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 3 | 11 | 8 | 10 | 0 | 0 | 0 | 3 | 11 | 636 | | | | | | | |
| 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 9 | 5 | 4 | 10 | 0 | 0 | 0 | 4 | 10 | 637 | | | | | | | |
| 0 | 0 | 6 | 10 | 20 | 0 | 0 | 0 | 0 | 0 | 7 | 5 | 18 | 31 | 12 | 19 | 6 | 5 | 6 | 5 | 6 | 17 | 638 | | | | | | | |
| 0 | 0 | 5 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 36 | 0 | 5 | 7 | 8 | 0 | 0 | 5 | 3 | 639 | | | | | | | |
| 0 | 0 | 18 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 9 | 9 | 9 | 9 | 9 | 0 | 0 | 0 | 0 | 640 | | | | | | | |
| 0 | 0 | 4 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 13 | 0 | 4 | 4 | 9 | 0 | 0 | 0 | 4 | 641 | | | | | | | |
| 2 | 3 | 12 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 5 | 18 | 3 | 3 | 5 | 18 | 1 | 11 | 0 | 2 | 642 | | | | | | | |
| 0 | 0 | 9 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 26 | 13 | 15 | 6 | 4 | 3 | 3 | 0 | 0 | 4 | 2 | 643 | | | | | | | |
| 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 17 | 2 | 1 | 0 | 0 | 0 | 0 | 5 | 6 | 644 | | | | | | | |
| 10 | 34 | 11 | 14 | 6 | 0 | 0 | 0 | 0 | 0 | 15 | 20 | 25 | 35 | 4 | 11 | 0 | 11 | 0 | 0 | 10 | 20 | 645 | | | | | | | |
| 5 | 4 | 9 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 11 | 11 | 4 | 5 | 4 | 0 | 0 | 11 | 11 | 646 | | | | | | | |
| 3 | 2 | 23 | 12 | 23 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 12 | 13 | 2 | 2 | 2 | 2 | 2 | 2 | 12 | 13 | 647 | | | | | | | |
| 8 | 6 | 33 | 10 | 23 | 0 | 0 | 0 | 0 | 0 | 13 | 24 | 36 | 45 | 20 | 32 | 15 | 9 | 0 | 0 | 13 | 18 | 648 | | | | | | | |
| 23 | 12 | 25 | 12 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 35 | 4 | 14 | 12 | 14 | 0 | 0 | 6 | 15 | 649 | | | | | | | |
| 14 | 3 | 5 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 48 | 11 | 28 | 11 | 28 | 8 | 8 | 19 | 38 | 650 | | | | | | | |
| 8 | 8 | 8 | 8 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 9 | 8 | 8 | 7 | 5 | 0 | 0 | 12 | 30 | 651 | | | | | | | |
| 2 | 2 | 17 | 12 | 22 | 0 | 0 | 0 | 0 | 0 | 6 | 20 | 12 | 25 | 4 | 5 | 10 | 4 | 4 | 4 | 20 | 6 | 652 | | | | | | | |
| 1 | 1 | 16 | 12 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 25 | 6 | 11 | 6 | 12 | 6 | 11 | 6 | 12 | 653 | | | | | | | |
| 0 | 0 | 12 | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 13 | 5 | 7 | 5 | 7 | 0 | 0 | 5 | 7 | 654 | | | | | | | |
| 0 | 0 | 4 | 2 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 19 | 0 | 0 | 3 | 4 | 0 | 0 | 3 | 4 | 655 | | | | | | | |
| 3 | 3 | 10 | 12 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 27 | 1 | 5 | 11 | 1 | 5 | 5 | 11 | 5 | 660 | | | | | | | |
| 6 | 6 | 6 | 12 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 19 | 7 | 2 | 9 | 5 | 7 | 2 | 25 | 19 | 661 | | | | | | | |
| 14 | 12 | 3 | 3 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 7 | 13 | 2 | 9 | 4 | 2 | 0 | 0 | 2 | 9 | 662 | | | | | | | |
| 31 | 18 | 36 | 12 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 19 | 60 | 5 | 9 | 0 | 0 | 5 | 9 | 17 | 36 | 663 | | | | | | | |
| 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 12 | 5 | 6 | 0 | 0 | 0 | 0 | 5 | 6 | 664 | | | | | | | |
| 9 | 12 | 9 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 19 | 30 | 15 | 23 | 25 | 50 | 25 | 50 | 12 | 24 | 30 | 60 | 665 | | | | | | | |
| 4 | 4 | 8 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 12 | 0 | 0 | 8 | 12 | 0 | 0 | 4 | 26 | 666 | | | | | | | |
| 0 | 0 | 9 | 7 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 7 | 5 | 3 | 8 | 8 | 7 | 10 | 4 | 9 | 667 | | | | | | | |
| 0 | 0 | 12 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 4 | 6 | 4 | 6 | 0 | 0 | 8 | 10 | 668 | | | | | | | |
| 0 | 0 | 12 | 10 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 15 | 11 | 9 | 7 | 5 | 6 | 5 | 12 | 8 | 669 | | | | | | | |
| 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 2 | 7 | 2 | 5 | 0 | 0 | 2 | 5 | 670 | | | | | | | |
| 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 32 | 5 | 8 | 2 | 4 | 0 | 0 | 5 | 10 | 671 | | | | | | | |
| 0 | 0 | 8 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 14 | 4 | 6 | 4 | 6 | 4 | 6 | 12 | 14 | 672 | | | | | | | |
| 0 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 23 | 4 | 6 | 4 | 6 | 4 | 6 | 12 | 14 | 673 | | | | | | | |
| 0 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 12 | 4 | 5 | 7 | 7 | 0 | 0 | 10 | 12 | 674 | | | | | | | |
| 0 | 0 | 20 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 13 | 7 | 14 | 7 | 14 | 0 | 0 | 8 | 13 | 675 | | | | | | | |
| 13 | 12 | 19 | 16 | 64 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 70 | 5 | 14 | 16 | 38 | 3 | 2 | 14 | 38 | 676 | | | | | | | |
| 3 | 2 | 24 | 38 | 100 | 0 | 0 | 0 | 3 | 22 | 0 | 0 | 20 | 50 | 5 | 25 | 5 | 25 | 3 | 8 | 5 | 25 | 677 | | | | | | | |
| 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 9 | 0 | 0 | 5 | 6 | 0 | 0 | 5 | 6 | 678 | | | | | | | |
| 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 7 | 2 | 7 | 2 | 7 | 0 | 0 | 2 | 7 | 679 | | | | | | | |
| 0 | 0 | 13 | 23 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 | 55 | 16 | 20 | 5 | 11 | 5 | 11 | 16 | 20 | 680 | | | | | | | |
| 4 | 3 | 6 | 6 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 8 | 4 | 5 | 6 | 8 | 4 | 5 | 6 | 15 | 681 | | | | | | | |
| 2 | 1 | 12 | 0 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 15 | 7 | 10 | 7 | 10 | 7 | 10 | 12 | 15 | 682 | | | | | | | |
| 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 12 | 0 | 0 | 8 | 8 | 0 | 0 | 8 | 8 | 683 | | | | | | | |
| 0 | 0 | 5 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 8 | 5 | 7 | 6 | 8 | 0 | 0 | 6 | 8 | 684 | | | | | | | |
| 0 | 0 | 2 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 6 | 18 | 4 | 2 | 4 | 2 | 0 | 0 | 4 | 2 | 685 | | | | | | | |
| 0 | 0 | 5 | 2 | 14 | 0 | 0 | 0 | 0 | 0 | 6 | 4 | 7 | 1 | 4 | 2 | 4 | 7 | 0 | 0 | 4 | 7 | 686 | | | | | | | |
| 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 4 | 5 | 4 | 4 | 4 | 0 | 0 | 3 | 2 | 687 | | | | | | | |
| 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 10 | 2 | 2 | 2 | 3 | 0 | 0 | 5 | 7 | 688 | | | | | | | |
| 0 | 0 | 0 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 12 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 689 | | | | | | | |
| 0 | 0 | 0 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 23 | 1 | 3 | 1 | 3 | 0 | 0 | 1 | 3 | 690 | | | | | | | |
| 0 | 0 | 12 | 2 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 50 | 2 | 6 | 3 | 12 | 5 | 15 | 2 | 4 | 691 | | | | | | | |
| 4 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 12 | 8 | 12 | 3 | 12 | 5 | 15 | 8 | 12 | 692 | | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of in-struct-ors, "second-ary." | | Number of students in second-ary grade. | | Number pre-paring for col-lege classi-cal course. | |
|-----------------|------------------------|--------------------------|---------------------------------|--|---------|---|---------|---|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| IOWA—continued. | | | | | | | | | |
| 696 | Sidney..... | High School..... | J. A. Farrell..... | 1 | 1 | 17 | 24 | --- | --- |
| 697 | Sigourney..... | High School (dept.)..... | J. P. Dodds..... | 1 | 1 | 16 | 34 | --- | --- |
| 698 | Sioux Rapids..... | High School..... | J. E. Durkee..... | 1 | 1 | 20 | 21 | 3 | 6 |
| 699 | Spencer..... | do..... | F. E. Willard..... | 1 | 1 | 29 | 34 | 4 | 3 |
| 700 | State Center..... | do..... | Lucy Curtis..... | 0 | 2 | 10 | 19 | --- | --- |
| 701 | Storm Lake..... | do..... | H. G. Lamson..... | 1 | 2 | 17 | 25 | 0 | 0 |
| 702 | Stuart..... | do..... | J. Goldsberry..... | 1 | 2 | 41 | 60 | 10 | 15 |
| 703 | Tabor..... | High School (dept.)..... | E. H. Hamilton..... | 1 | 0 | 14 | 16 | 5 | 4 |
| 704 | Tipton..... | High School..... | A. L. Shattuck..... | 1 | 1 | 26 | 27 | --- | --- |
| 705 | Toledo..... | do..... | J. B. Young..... | 1 | 1 | 24 | 48 | --- | --- |
| 706 | Trar..... | High School (dept.)..... | E. H. Griffin..... | 1 | 5 | 41 | 51 | 2 | 2 |
| 707 | Union..... | High School..... | W. W. Rodwell..... | 1 | 0 | 15 | 15 | --- | --- |
| 708 | Unionville..... | do..... | J. S. Stamps..... | 1 | 1 | 4 | 9 | 1 | 2 |
| 709 | Victor..... | High School (dept.)..... | S. T. May..... | 1 | 1 | 6 | 16 | 0 | 0 |
| 710 | Villisca..... | do..... | J. A. McLean..... | 1 | 2 | 41 | 50 | --- | --- |
| 711 | Vinton..... | High School..... | J. W. McClellan..... | 1 | 4 | 45 | 59 | --- | --- |
| 712 | Wapello..... | High School (dept.)..... | A. M. M. Dornon..... | 0 | 3 | 20 | 25 | 0 | 0 |
| 713 | Washington..... | High School..... | D. W. Lewis..... | 1 | 2 | 49 | 102 | --- | --- |
| 714 | Waterloo..... | High School (East)..... | Lydia Hunnion..... | 0 | 4 | 40 | 68 | 2 | 8 |
| 715 | do..... | High School (West)..... | E. H. Eastman..... | 1 | 1 | 22 | 23 | --- | --- |
| 716 | Waukon..... | High School..... | C. P. Colgrove..... | 1 | 1 | 25 | 40 | --- | --- |
| 717 | Waverly..... | do..... | S. H. Sheakley..... | 2 | 1 | 38 | 63 | 4 | 5 |
| 718 | Webster City..... | do..... | C. R. Bamber..... | 2 | 1 | 30 | 57 | 6 | 8 |
| 719 | West Branch..... | do..... | A. T. Hukill..... | 1 | 1 | 30 | 28 | --- | --- |
| 720 | West Liberty..... | do..... | J. M. Williams..... | 1 | 2 | 35 | 45 | 2 | 2 |
| 721 | What Cheer..... | do..... | H. L. Shattuck, superintendent. | 1 | 1 | 18 | 17 | 2 | 4 |
| 722 | Williamsburg..... | do..... | C. R. Zimmerman..... | 1 | 1 | 28 | 39 | --- | --- |
| 723 | Wilton Junction..... | do..... | A. L. Brower..... | 1 | 1 | 28 | 34 | --- | --- |
| 724 | Winterset..... | do..... | C. H. Carison..... | 1 | 2 | 18 | 47 | --- | --- |
| 725 | Wyoming..... | High School (dept.)..... | J. J. Billingsly..... | 1 | 1 | 26 | 26 | 1 | 2 |
| KANSAS. | | | | | | | | | |
| 726 | Abilene..... | High School (dept.)..... | Anna Miller..... | 1 | 2 | 15 | 20 | 1 | 3 |
| 727 | Anthony..... | High School..... | Hattie Hills..... | 1 | 1 | 16 | 22 | 0 | 0 |
| 728 | Argentine..... | do..... | C. S. Easterling..... | 1 | 0 | 2 | 5 | --- | --- |
| 729 | Atchison..... | do..... | J. T. Dobeil..... | 1 | 2 | 47 | 77 | --- | --- |
| 730 | Belle Plain..... | High School (dept.)..... | D. A. Iliff..... | 1 | 0 | 5 | 4 | --- | --- |
| 731 | Beloit..... | High School..... | J. W. Hallinger..... | 2 | 1 | 38 | 57 | 0 | 0 |
| 732 | Blue Rapids..... | High School (dept.)..... | G. H. Mays..... | 1 | 2 | 25 | 35 | --- | --- |
| 733 | Brookville..... | do..... | T. J. Robinson..... | 1 | 0 | 10 | 19 | 0 | 0 |
| 734 | Bunker Hill..... | High School..... | J. L. Shearer..... | 1 | 0 | 2 | 8 | 0 | 0 |
| 735 | Burlingame..... | do..... | John Dietrich..... | 1 | 1 | 15 | 21 | 0 | 0 |
| 736 | Burlington..... | do..... | G. W. Martin..... | 1 | 1 | 26 | 39 | 0 | 0 |
| 737 | Burrton..... | do..... | N. C. Scott, A. B..... | 1 | 0 | 10 | 11 | 0 | 0 |
| 738 | Caldwell..... | do..... | J. F. Clark..... | 1 | 1 | 13 | 14 | --- | --- |
| 739 | Cawker City..... | do..... | F. C. Perkins..... | 2 | 0 | 20 | 9 | 3 | 3 |
| 740 | Chanute..... | do..... | S. W. Black..... | 2 | 0 | 28 | 34 | --- | --- |
| 741 | Chapman..... | do..... | S. M. Cook..... | 4 | 2 | 75 | 100 | 3 | 1 |
| 742 | Cherryvale..... | do..... | S. G. Harris..... | 2 | 0 | 14 | 20 | 6 | 4 |
| 743 | Chetopa..... | do..... | E. A. Herod..... | 1 | 4 | 25 | 35 | 10 | 20 |
| 744 | Clay Center..... | do..... | E. L. Cowdrick..... | 1 | 2 | 32 | 53 | --- | --- |
| 745 | Colby..... | do..... | J. W. McDougal..... | 1 | 1 | 15 | 17 | 0 | 0 |
| 746 | Coldwater..... | High School (dept.)..... | John Curran..... | 1 | 1 | 16 | 20 | --- | --- |
| 747 | Columbus..... | High School..... | S. J. Hunter..... | 3 | 0 | 29 | 56 | --- | --- |
| 748 | Concordia..... | do..... | Harriet L. Bennett..... | 1 | 1 | 12 | 18 | 8 | 9 |
| 749 | Conway Springs..... | High School (dept.)..... | I. E. Swain..... | 1 | 1 | 15 | 25 | --- | --- |
| 750 | Cottonwood Falls..... | do..... | Sadie P. Gresham..... | 0 | 2 | 24 | 23 | --- | --- |
| 751 | Council Grove..... | do..... | J. M. Rhodes..... | 1 | 1 | 25 | 23 | 0 | 0 |
| 752 | Dodge City..... | do..... | L. D. Ellis..... | 1 | 0 | 10 | 15 | --- | --- |
| 753 | Downs..... | High School..... | D. F. Bacon..... | 1 | 0 | 28 | 28 | --- | --- |
| 754 | Ellis..... | do..... | A. W. Whelan..... | 1 | 0 | 6 | 16 | --- | --- |
| 755 | Ellsworth..... | High School (dept.)..... | R. F. Malaby..... | 2 | 0 | 5 | 45 | --- | --- |

public high schools—Continued.

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | Total number of graduates, 1891. | | | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Male. | Female. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male. | Female. | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of in-struct-ors, "sec-ond-ary." | | Number of students in second-ary grade. | | Number pre-paring for col-lege classi-cal course. | |
|----------------|------------------------|----------------------|--------------------|---|---------|---|---------|---|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| KANSAS—cont'd. | | | | | | | | | |
| 756 | Erie | High School (dept.) | C. E. Merwin | 1 | 0 | 9 | 33 | 1 | 1 |
| 757 | Eureka | High School | B. B. Baird | 1 | 2 | 35 | 60 | | |
| 758 | Florence | do | E. E. Barker | 1 | 0 | 18 | 13 | 0 | 0 |
| 759 | Frankfort | do | T. B. Walker | 1 | 0 | 10 | 19 | | |
| 760 | Fredonia | do | J. C. Gray | 1 | 1 | 14 | 22 | 12 | 16 |
| 761 | Galena | High School (dept.) | Fred Dunn | 1 | 0 | 12 | 21 | | |
| 762 | Garnett | High School | Nannie B. Hunter | 1 | 1 | 17 | 51 | | |
| 763 | Geneva | High School (dept.) | H. H. Jones | 1 | 1 | 3 | 10 | | |
| 764 | Girard | High School | J. W. Weltner | 1 | 1 | 16 | 19 | | |
| 765 | Glen Elder | do | T. S. Johnson | 1 | 0 | 8 | 7 | 3 | 4 |
| 766 | Goodland | High School (dept.) | T. J. Rush | 1 | 0 | 8 | 14 | | |
| 767 | Great Bend | High School | E. B. Smith | 1 | 0 | 12 | 22 | 0 | 0 |
| 768 | Grenola | do | J. F. Deal | 1 | 0 | 10 | 8 | | |
| 769 | Halstead | High School (dept.) | S. W. McGarrah | 2 | 0 | 12 | 16 | 0 | 0 |
| 770 | Hanover | do | W. H. K. Platt | 1 | 0 | 18 | 16 | 0 | 0 |
| 771 | Harper | do | Jonas Cook | 1 | 1 | 15 | 32 | | |
| 772 | Hays City | High School | L. H. Gehman | 1 | 1 | 23 | 22 | 5 | 0 |
| 773 | Herington | High School (dept.) | B. F. Nihart | 1 | 2 | 20 | 21 | 4 | 5 |
| 774 | Hiawatha | High School | F. S. Rosseter | 1 | 3 | 32 | 65 | 0 | 0 |
| 775 | Holton | do | Oscar Hale | 2 | 0 | 24 | 63 | 1 | 5 |
| 776 | Horton | High School (dept.) | H. F. Graham | 2 | 1 | 30 | 40 | | |
| 777 | Humboldt | High School | H. R. Estey | 1 | 1 | 25 | 35 | | |
| 778 | Hutchinson | do | E. H. Richardson | 1 | 2 | 37 | 65 | 1 | 0 |
| 779 | Independence | do | G. D. Morris | 2 | 0 | 18 | 22 | 1 | 3 |
| 780 | Iola | do | G. E. Whitehill | 1 | 1 | 55 | 58 | 5 | 0 |
| 781 | Junction City | do | S. V. Mallory | 1 | 1 | 19 | 26 | | |
| 782 | Kingman | do | Ansel Gridley, jr. | 1 | 1 | 13 | 30 | | |
| 783 | Lacrosse | do | W. A. Salter | 1 | 0 | 16 | 20 | | |
| 784 | Lakin | High School (dept.) | C. S. Caldwell | 1 | 0 | 2 | 10 | | |
| 785 | Lawrence | High School | A. J. May | 2 | 5 | 120 | 207 | 0 | 2 |
| 786 | Leavenworth | do | G. G. Ryan, A. M. | 2 | 3 | 112 | 192 | 11 | 6 |
| 787 | Leoti | High School (dept.) | J. B. Freeland | 1 | 0 | 17 | 21 | 0 | 0 |
| 788 | Lyndon | do | J. Adams | 1 | 0 | 5 | 15 | 2 | 5 |
| 789 | Lyons | High School | Ida M. Hodgdon | 1 | 1 | 26 | 22 | 0 | 0 |
| 790 | McPherson | High School (dept.) | Addison Ludlum | 1 | 1 | 14 | 31 | | |
| 791 | Manhattan | High School | Amy Gerrins | 1 | 1 | 8 | 18 | 2 | 0 |
| 792 | Mankato | do | E. M. Brackett | 1 | 1 | 20 | 30 | 0 | 0 |
| 793 | Marion | High School (dept.) | D. W. De Lay | 1 | 1 | 30 | 31 | | |
| 794 | Marysville | High School | F. W. Turner | 3 | 0 | 29 | 35 | | |
| 795 | Morantown | High School (dept.) | L. L. Carter | 1 | 0 | 5 | 5 | 0 | 0 |
| 796 | Mulvane | High School | J. V. Colville | 1 | 1 | 8 | 8 | | |
| 797 | Neodesha | do | C. M. Light | 1 | 1 | 20 | 43 | 5 | 7 |
| 798 | Neosho Falls | High School (dept.) | A. H. Newton | 1 | 0 | 9 | 19 | | |
| 799 | Newton | High School | W. S. Allen | 1 | 2 | 17 | 32 | 0 | 0 |
| 800 | Osage City | High School (dept.) | E. E. Hensch | 2 | 0 | 20 | 30 | | |
| 801 | Osborne | High School | Le Roy T. Weeks | 1 | 1 | 30 | 46 | | |
| 802 | Oswego | High School (dept.) | Evelyn B. Baldwin | 1 | 0 | 16 | 39 | | |
| 803 | Ottawa | do | J. R. Wylie | 1 | 2 | 30 | 101 | | |
| 804 | Paola | High School | E. A. Farrington | 2 | 1 | 28 | 53 | 0 | 0 |
| 805 | Peabody | do | Wm. Wheeler | 2 | 1 | 36 | 34 | 6 | 5 |
| 806 | Pittsburg | do | T. P. Bogar | 2 | 1 | 52 | 64 | 7 | 9 |
| 807 | Plainville | do | G. M. Brown | 1 | 0 | 21 | 29 | 1 | 3 |
| 808 | Pleasanton | High School (dept.) | F. McClellan | 2 | 0 | 25 | 35 | | |
| 809 | Pratt | do | J. A. Butcher | 1 | 1 | 23 | 46 | 0 | 4 |
| 810 | Reserve | High School | D. O. Nutting | 1 | 0 | 5 | 7 | 4 | 0 |
| 811 | Russell | do | L. A. Parke | 1 | 0 | 5 | 13 | 0 | 0 |
| 812 | Sabetha | High School (dept.) | I. B. Morgan | 1 | 5 | 39 | 46 | | |
| 813 | Salina | High School | C. Y. Roop | 2 | 1 | 36 | 74 | 6 | 30 |
| 814 | Sedan | do | C. R. Hendershot | 2 | 0 | 36 | 52 | 1 | 0 |
| 815 | Sedgewick | High School (dept.) | H. W. Charles | 1 | 1 | 20 | 26 | 2 | 2 |
| 816 | Seneca | High School | L. B. Wright | 2 | 1 | 39 | 60 | 4 | 3 |
| 817 | Smith Center | High School (dept.) | J. N. Mosher | 1 | 0 | 10 | 20 | | |
| 818 | Solomon City | do | W. W. Reed | 2 | 0 | 14 | 29 | 0 | 4 |
| 819 | Sterling | High School | S. B. Todd | 1 | 1 | 23 | 29 | 3 | 2 |

public high schools—Continued.

[illegible]

TABLE 6.—Statistics of

| State and post-office. | Name of institution. | Name of principal. | Number of in-struct-ors, "second-ary." | | Number of students in second-ary grade. | | Number pre-paring for col-lege classi-cal course. | |
|-------------------------|------------------------------|-----------------------------------|--|---------|---|---------|---|---------|
| | | | Male. | Female. | Male. | Female. | Male. | Female. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| KANSAS—cont'd. | | | | | | | | |
| 820 Strong City..... | High School..... | G. U. Young..... | 1 | 1 | 57 | 57 | — | — |
| 821 Topeka..... | do..... | H. G. Larimer..... | 4 | 4 | 152 | 193 | 87 | 93 |
| 822 Toronto..... | do..... | E. E. Kelley..... | 1 | 0 | 24 | 23 | — | — |
| 823 Wamego..... | do..... | R. W. Pemberton..... | 2 | 0 | 20 | 23 | 0 | 3 |
| 824 Washington..... | High School (dept.)..... | J. W. Dinsmore..... | 1 | 1 | 11 | 19 | — | — |
| 825 Waterville..... | do..... | C. A. Strong..... | 1 | 0 | 9 | 12 | 2 | 2 |
| 826 Weir..... | High School..... | G. B. Deem..... | 1 | 1 | 14 | 26 | 0 | 0 |
| 827 Wichita..... | do..... | U. P. Shull..... | 2 | 4 | 104 | 199 | — | — |
| 828 Wilson..... | do..... | Dallas Grover..... | 2 | 0 | 19 | 11 | 5 | 0 |
| 829 Winfield..... | do..... | J. H. Lee..... | 2 | 1 | 17 | 32 | — | — |
| KENTUCKY. | | | | | | | | |
| 830 Adairville..... | High School (dept.)..... | William McNeeley..... | 1 | 0 | 12 | 13 | 0 | 0 |
| 831 Albany..... | High School..... | A. L. Rhoton..... | 2 | 0 | 15 | 7 | 4 | 0 |
| 832 Ashland..... | do..... | M. L. Roberts..... | 1 | 1 | 15 | 35 | 0 | 5 |
| 833 Benton..... | Benton Seminary..... | T. B. Wright..... | 1 | 0 | 5 | 6 | — | — |
| 834 California..... | High School (dept.)..... | Oliver Ogden..... | 1 | 0 | 15 | 18 | 10 | 7 |
| 835 Carlisle..... | High School..... | D. P. Pratt..... | 1 | 1 | 23 | 29 | 1 | 0 |
| 836 Carrollton..... | do..... | C. R. Melcher..... | 2 | 0 | 20 | 15 | — | — |
| 837 Cold Spring..... | Walnut Hill Sem-inary..... | Jessie McClana-han..... | 0 | 2 | 14 | 16 | — | — |
| 838 Corinth..... | Corinth Academy..... | R. V. Fletcher..... | 1 | 0 | 22 | 20 | — | — |
| 839 Corydon..... | High School..... | J. P. W. Brouse..... | 1 | 1 | 20 | 18 | — | — |
| 840 Cynthiana..... | High School (dept.)..... | C. A. Leonard..... | 1 | 1 | 17 | 35 | — | — |
| 841 Dayton..... | do..... | R. M. Mitchell..... | 1 | 1 | 5 | 27 | — | — |
| 842 Dixon..... | High School..... | H. B. Wheeler..... | 1 | 1 | 21 | 23 | 0 | 0 |
| 843 Elizabethtown..... | High School (dept.)..... | H. W. Browder..... | 1 | 0 | 12 | 20 | 2 | 4 |
| 844 Flemingsburg..... | High School..... | G. O. Willet..... | 1 | 2 | 35 | 30 | — | — |
| 845 Frankfort..... | do..... | S. P. Brouder..... | 1 | 1 | 7 | 31 | — | — |
| 846 Ghent..... | do..... | W. L. Dicken..... | 1 | 0 | 8 | 13 | 8 | 18 |
| 847 Hardyville..... | Union Academy..... | S. M. Durham..... | 2 | 0 | 52 | 43 | — | — |
| 848 Harrodsburg..... | High School (dept.)..... | C. W. Bell..... | 1 | 0 | 10 | 5 | 10 | 5 |
| 849 Hopkinsville..... | do..... | C. H. Dietrich..... | 1 | 2 | 5 | 26 | — | — |
| 850 Hyden..... | do..... | Mary Lewis..... | 1 | 0 | 20 | 18 | 8 | 3 |
| 851 Lamasco..... | Lamasco Academy..... | J. J. Nall..... | 1 | 0 | 10 | 15 | — | — |
| 852 Louisville..... | High School (colored)..... | J. M. Maxwell..... | 4 | 0 | 33 | 102 | 0 | 0 |
| 853 do..... | High School (boys)..... | Maurice Kirby..... | 10 | 0 | 319 | 0 | — | — |
| 854 do..... | High School (girls)..... | W. H. Bartholo-mew..... | 1 | 13 | 0 | 460 | 0 | 6 |
| 855 Madisonville..... | High School (dept.)..... | T. H. Smith, su-perintendent..... | 1 | 4 | 52 | 64 | — | — |
| 856 Monroe..... | Monroe Institute..... | J. A. Howard..... | 2 | 0 | 40 | 33 | 0 | 0 |
| 857 Moscow..... | High School..... | S. L. Rouillac..... | 1 | 0 | 10 | 10 | — | — |
| 858 Mount Sterling..... | High School (dept.)..... | W. F. Hibler..... | 0 | 1 | 1 | 21 | — | — |
| 859 Newport..... | High School (High-land)..... | James McGinniss..... | 1 | 0 | 18 | 7 | 6 | 4 |
| 860 do..... | High School..... | John Burke, su-perintendent..... | 1 | 4 | 45 | 101 | — | — |
| 861 Nicholasville..... | High School (dept.)..... | T. P. Throop..... | 1 | 0 | 20 | 5 | 6 | 3 |
| 862 Owensboro..... | High School..... | W. A. Hester..... | 1 | 2 | 28 | 70 | 2 | 5 |
| 863 Paducah..... | High School (dept.)..... | G. O. McBroom..... | 2 | 1 | 29 | 85 | — | — |
| 864 Paris..... | do..... | J. C. Graves..... | 0 | 2 | 32 | 40 | 2 | 3 |
| 865 Shelbyville..... | do..... | B. P. Tevis..... | 1 | 1 | 30 | 20 | — | — |
| 866 Williamstown..... | do..... | I. G. Robinson..... | 1 | 2 | 25 | 26 | 4 | 5 |
| 867 Winchester..... | do..... | A. C. Fleshman..... | 1 | 0 | 12 | 28 | 3 | 5 |
| LOUISIANA. | | | | | | | | |
| 868 Lake Charles..... | High School..... | C. H. Bucher..... | 1 | 0 | 11 | 22 | 0 | 0 |
| 869 New Iberia..... | do..... | W. M. Howe..... | 1 | 1 | 6 | 10 | 0 | 0 |
| 870 New Orleans..... | High School (boys)..... | J. V. Calhoun..... | 6 | 0 | 250 | 0 | — | — |

public high schools—Continued.

| Number preparing for college scientific course. | | Total number of graduates, 1891. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | |
|---|----|----------------------------------|-----|------------------------------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|--|--|
| | | | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | |
| | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | |
| | | 0 | | 3 | | 0 | | 0 | | 0 | | 6 | 7 | | | 30 | 35 | 0 | 0 | 2 | 4 | | |
| | | 35 | 100 | 147 | 0 | 0 | | 0 | | 13 | 0 | 110 | 127 | 40 | 50 | 30 | 35 | 22 | 16 | 100 | 140 | | |
| | | 9 | 5 | 7 | 3 | 0 | | | | | | 8 | 1 | 2 | 5 | 3 | 1 | 3 | 8 | 3 | 1 | | |
| | | 5 | 5 | 3 | 3 | 0 | | 0 | | 0 | | 10 | 11 | 2 | 5 | 3 | 3 | 4 | 0 | 5 | 5 | | |
| | | 4 | 4 | 0 | 0 | 0 | | 0 | | 0 | | 6 | 3 | 2 | 3 | 2 | 1 | 0 | 0 | 2 | 2 | | |
| 0 | 0 | 0 | 2 | 3 | 0 | 0 | | 0 | | 0 | | 4 | 14 | 23 | 36 | 14 | 21 | 0 | 0 | 0 | 0 | | |
| 3 | 0 | 19 | 38 | 97 | 0 | 0 | | 0 | | 0 | | 72 | 131 | 23 | 36 | 14 | 21 | 3 | 15 | 74 | 136 | | |
| | | 4 | 19 | 11 | 0 | 0 | | 0 | | 0 | | 21 | 12 | 21 | 10 | 21 | 12 | 3 | 15 | 4 | 2 | | |
| | | 13 | 13 | 24 | 0 | 0 | | 0 | | 0 | | 8 | 111 | 4 | 9 | 3 | 10 | 0 | 0 | 3 | 5 | | |
| 3 | 5 | 0 | 2 | 3 | 0 | 0 | | 0 | | 0 | | 6 | 8 | 2 | 1 | 3 | 7 | | | 5 | 11 | | |
| 0 | 0 | 7 | 10 | 15 | 0 | 0 | | 0 | | 0 | | 10 | 3 | 6 | 1 | 6 | 0 | 0 | | | 6 | | |
| 5 | 11 | 0 | 0 | 3 | 0 | 0 | | 0 | | 0 | | 10 | 9 | 2 | 1 | 3 | 6 | 0 | 0 | | 332 | | |
| 0 | 0 | 0 | 0 | 3 | 0 | 0 | | 0 | | 0 | | 10 | 13 | 7 | 10 | 11 | 14 | 0 | 0 | 14 | 16 | | |
| | | 9 | 20 | 15 | 0 | 0 | | 0 | | 0 | | 14 | 12 | 1 | 3 | 11 | 9 | 4 | 0 | 5 | 4 | | |
| | | 14 | 1 | 13 | 0 | 0 | | 0 | | 0 | | 4 | 14 | 8 | 1 | 1 | 1 | 0 | 5 | 14 | 14 | | |
| 16 | 15 | | 3 | 2 | 0 | 0 | | 0 | | 4 | 0 | 12 | 10 | 1 | 0 | 2 | 1 | | 1 | 0 | 838 | | |
| | | 16 | 12 | 13 | 0 | 0 | | 0 | | 8 | 4 | 20 | 18 | 16 | 20 | 15 | 18 | 18 | 16 | 20 | 15 | | |
| | | 8 | 13 | 1 | 0 | 0 | | 1 | | 6 | 2 | 9 | 14 | 2 | 5 | 2 | 5 | 0 | 0 | 3 | 7 | | |
| 0 | 0 | 8 | 5 | 27 | 0 | 0 | | 0 | | 0 | 0 | 5 | 27 | 2 | 9 | 2 | 9 | 0 | 0 | 5 | 27 | | |
| 2 | 0 | 2 | 3 | 10 | 13 | 0 | | 0 | | 0 | 0 | 9 | 15 | 6 | 9 | 10 | 16 | 4 | 3 | 4 | 6 | | |
| | | 3 | 7 | 31 | 0 | 0 | | 0 | | 0 | 0 | 7 | 31 | 7 | 24 | | 7 | 1 | 6 | 7 | 31 | | |
| 0 | 0 | 3 | 8 | 5 | 0 | 0 | | 0 | | 0 | 0 | 18 | 16 | 7 | 5 | 6 | 6 | 2 | 2 | | 2 | | |
| | | 10 | 5 | 0 | 0 | 0 | | 0 | | 0 | 0 | 10 | 5 | 10 | 5 | | | | | 1 | 14 | | |
| 4 | 0 | 0 | 16 | 0 | 0 | 0 | | 0 | | 1 | 2 | 10 | 8 | 1 | 14 | 1 | 9 | | | 14 | 8 | | |
| 0 | 0 | 30 | 33 | 102 | 0 | 0 | | 0 | | 0 | 0 | 33 | 102 | 33 | 102 | 33 | 102 | 0 | 0 | 10 | 8 | | |
| | | 22 | 300 | 397 | 120 | 0 | | 0 | | 189 | 0 | 242 | 102 | 91 | 103 | 117 | 102 | 44 | 0 | 33 | 102 | | |
| | | 32 | | | | | | | | 63 | | 357 | | | | 40 | | 132 | | 225 | 854 | | |
| | | 8 | 30 | 22 | 0 | 0 | | 0 | | 0 | 0 | 30 | 34 | 15 | 16 | 41 | 44 | 20 | 24 | 41 | 43 | | |
| 11 | 7 | 0 | 6 | 2 | | | | | | | | 11 | 6 | | | 30 | 14 | | | 4 | 2 | | |
| | | 6 | 1 | 21 | 0 | 0 | | 0 | | 0 | 0 | 3 | 34 | 0 | 6 | 8 | 7 | 8 | 7 | | 856 | | |
| 0 | 0 | 6 | 10 | 7 | 0 | 0 | | 0 | | 0 | 0 | 9 | 5 | 8 | 0 | 6 | 6 | 0 | 0 | 9 | 5 | | |
| | | 42 | 24 | 46 | 3 | 4 | | | | 32 | 43 | 40 | 52 | 36 | 44 | 18 | 26 | | | 21 | 23 | | |
| 4 | 2 | | 9 | 3 | 3 | 0 | | 0 | | 8 | 2 | 12 | 4 | 2 | 0 | 13 | 5 | 0 | 0 | 8 | 4 | | |
| 0 | | 16 | 15 | 53 | 0 | 0 | | 0 | | 0 | 0 | 15 | 50 | 15 | 53 | 2 | 14 | 0 | 0 | 13 | 39 | | |
| | | 17 | 5 | 15 | | | | | | | | 11 | 37 | 4 | 18 | 11 | 37 | | | 11 | 37 | | |
| | | 16 | 2 | 3 | | | | | | | | 2 | 3 | 2 | 3 | 2 | 3 | | | 2 | 3 | | |
| | | | | | | | | | | | | 5 | | 5 | | 5 | | | | 30 | 20 | | |
| | | 16 | 17 | | | | | | | | | 25 | 26 | 2 | 2 | 8 | 11 | 3 | 4 | 8 | 7 | | |
| | | 6 | | | | | | | | | | 5 | 8 | | | | | | | | 837 | | |
| 10 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | | 0 | 0 | 2 | 4 | 2 | 4 | 11 | 22 | 11 | 22 | | 868 | | |
| | | 53 | 6 | 10 | 0 | 0 | | 0 | | 0 | 0 | 200 | 6 | 10 | 2 | 6 | 10 | 0 | 0 | 5 | 8 | | |
| | | | 250 | | 0 | 0 | | 0 | | 0 | 0 | | | 50 | | 100 | | 100 | 200 | | 869 | | |
| | | | | | | | | | | | | | | | | | | | | | 870 | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|----------------------|------------------------|-----------------------------|-----------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| LOUISIANA—continued. | | | | | | | | | |
| 871 | New Orleans | High School No. 2 (girls). | Mary Stamps..... | 0 | 10 | 0 | 293 | — | — |
| 872 | do | High School No. 3 (girls). | C. Hubbard | — | — | 0 | 186 | — | — |
| MAINE. | | | | | | | | | |
| 873 | Addison Point | High School..... | J. C. Haycock..... | 1 | 1 | 23 | 14 | — | — |
| 874 | Alfred | do | F. W. Freeman..... | 1 | 1 | 23 | 19 | 0 | 0 |
| 875 | Anson | do | F. G. Manson..... | 1 | 3 | 30 | 35 | 6 | 4 |
| 876 | Ashland | do | H. A. Greenwood.. | 1 | 0 | 17 | 23 | — | — |
| 877 | Augusta | do | J. H. Parsons..... | 3 | 2 | 46 | 56 | 12 | 4 |
| 878 | Bangor | do | C. A. Byram..... | 1 | 7 | 150 | 125 | — | — |
| 879 | Bath | do | H. E. Cole..... | 2 | 3 | 60 | 105 | 14 | 5 |
| 880 | Belfast | do | F. W. Chase..... | 1 | 2 | 20 | 48 | 4 | 4 |
| 881 | Berwick | do | J. H. Maxwell..... | 1 | 1 | 7 | 10 | 1 | 0 |
| 882 | Biddeford | do | J. P. Marston..... | 2 | 2 | 65 | 81 | 15 | 4 |
| 883 | Bowdoinham..... | do | J. A. Cone..... | 1 | 1 | 13 | 41 | 1 | 2 |
| 884 | Booth Bay Harbor..... | do | B. E. Sinclair..... | 1 | 0 | 24 | 18 | — | — |
| 885 | Brewer | do | Ella C. Abbott..... | 1 | 1 | 24 | 44 | — | — |
| 886 | Bridgeton | do | C. H. War well..... | 2 | 2 | 22 | 40 | 6 | 3 |
| 887 | Brownville | do | F. S. Hamlet..... | 1 | 1 | 23 | 15 | 5 | 2 |
| 888 | Brunswick | do | Chas. Fish..... | 1 | 3 | 51 | 58 | 18 | 6 |
| 889 | Bryants Pond..... | do | S. A. Thompson..... | 1 | 1 | 22 | 27 | — | — |
| 890 | Buxton Center..... | do | G. H. Larabee..... | 1 | 1 | 25 | 23 | 3 | 0 |
| 891 | Calais..... | do | S. E. Webber, A. M. | 2 | 2 | 35 | 50 | 20 | 7 |
| 892 | Camden | do | Heath..... | 1 | 1 | 14 | 50 | 0 | 0 |
| 893 | Canton | do | J. M. Pike..... | 2 | 2 | 39 | 60 | 0 | 0 |
| 894 | Cape Elizabeth..... | do | D. W. Hawkes..... | 1 | 1 | 37 | 53 | 2 | 0 |
| 895 | Caribou | do | W. S. Knowlton, A. M. | 1 | 2 | 20 | 80 | 10 | 3 |
| 896 | Castine | do | Rose E. McIntire..... | 1 | 1 | 12 | 12 | — | — |
| 897 | Castle Hill | do | Flora Winslow..... | 0 | 1 | 18 | 17 | — | — |
| 898 | China | do | N. A. Webb..... | 0 | 1 | 17 | 20 | 2 | 2 |
| 899 | Corinna | Union Academy..... | E. E. Calburt..... | 1 | 1 | 24 | 23 | 4 | 0 |
| 900 | Danforth | High School | R. D. McKeen..... | 1 | 1 | 35 | 25 | — | — |
| 901 | Dennysville | do | Miss Bailey..... | 1 | 0 | 11 | 13 | — | — |
| 902 | Dexter | do | F. A. Spratt..... | 1 | 1 | 22 | 37 | 2 | 3 |
| 903 | Exeter (East)..... | do | J. W. Butler..... | 1 | 0 | 13 | 13 | — | — |
| 904 | Eastport | High School (Boylston). | P. I. Merrill..... | 1 | 1 | 9 | 12 | — | — |
| 905 | Fairfield | High School | Cyrus Stimson..... | 1 | 0 | 14 | 19 | — | — |
| 906 | Fort Fairfield | do | W. L. Powers..... | 1 | 2 | 43 | 72 | 10 | 9 |
| 907 | Gardiner | do | S. S. Wright..... | 1 | 3 | 64 | 81 | 13 | 12 |
| 908 | Gorham | do | W. W. Woodman..... | 2 | 2 | 30 | 35 | 5 | 4 |
| 909 | Guilford | do | F. F. Hayes..... | 1 | 2 | 17 | 16 | 2 | 2 |
| 910 | Hallowell | do | A. H. Brainard..... | 0 | 2 | 35 | 45 | 3 | 7 |
| 911 | Kennebunk..... | do | J. R. Clark..... | 1 | 1 | 10 | 22 | 3 | 0 |
| 912 | Lisbon | do | C. J. Nichols..... | 1 | 1 | 18 | 22 | 4 | 3 |
| 913 | Livermore | do | Earnest Chavey..... | 2 | 0 | 30 | 28 | — | — |
| 914 | Livermore Falls..... | do | A. D. Park..... | 1 | 1 | 21 | 23 | 2 | 0 |
| 915 | Machias | do | A. J. Whitney..... | 1 | 1 | 16 | 28 | 4 | 3 |
| 916 | Machiasport..... | do | W. R. Pattangall..... | 1 | 1 | 23 | 30 | — | — |
| 917 | Madison | do | C. D. Boothby..... | 1 | 1 | 23 | 32 | 4 | 1 |
| 918 | Mechanic Falls..... | do | C. S. Earle..... | 1 | 1 | 8 | 21 | 0 | 1 |
| 919 | Mechanic Falls..... | High School (North Poland). | F. P. Knight..... | 1 | 1 | 26 | 19 | — | — |
| 920 | Millbridge | High School | W. H. Dresser..... | 1 | 0 | 11 | 18 | 0 | 0 |
| 921 | Minot | do | F. P. Morse..... | 1 | 1 | 11 | 19 | 0 | 0 |
| 922 | Monson | do | C. E. B. Libby..... | 1 | 1 | 20 | 30 | 4 | 0 |
| 923 | Mount Desert..... | do | G. W. Earle..... | 1 | 1 | 14 | 16 | 4 | 1 |
| 924 | New Portland..... | do | J. S. Williams..... | 1 | 1 | 40 | 60 | — | — |
| 925 | New Vineyard..... | do | E. C. Clifford..... | 1 | 0 | 17 | 14 | 0 | 0 |

public high schools—Continued.

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----------------------------------|----|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|----|--|--|--|--|--|--|-----|--|--|
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | |
| | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | |
| | | | 98 | | 293 | | | | | 0 | | | 169 | | 187 | | 94 | | 93 | | 93 | | | | | | | 871 | | |
| | | | 0 | 0 | 0 | 0 | | 186 | 0 | 0 | | 145 | | 25 | | 63 | | 25 | | 161 | | | | | | | | 872 | | |
| 2 | 0 | 5 | | | | | | | | | 6 | 9 | 4 | 3 | | | | | | | | | | | | | | 873 | | |
| 1 | 0 | 9 | 20 | 15 | 2 | | | | | | 12 | 15 | 9 | 5 | 2 | 4 | | | | | | | | | | | | 874 | | |
| | | | 28 | 37 | 12 | 4 | 13 | 12 | 0 | 0 | 13 | 11 | 8 | 5 | 6 | 9 | | | | | | | | | | | | 875 | | |
| | | | 44 | 95 | 110 | 36 | 9 | 10 | 22 | 15 | 21 | 60 | 66 | 45 | 53 | 60 | 70 | 15 | 21 | 38 | 31 | | | | | | | 876 | | |
| 4 | 0 | 25 | 26 | 35 | 15 | 4 | 13 | 28 | 0 | 0 | 21 | 48 | 18 | 8 | 9 | 16 | 9 | 4 | 7 | 16 | | | | | | | | 877 | | |
| 0 | 0 | 12 | 10 | 31 | 5 | 4 | | 10 | 0 | 0 | 14 | 28 | 4 | 9 | 2 | 12 | 3 | 8 | 5 | 9 | | | | | | | | 878 | | |
| | | 2 | 2 | 6 | | | 2 | 4 | | | 2 | 4 | 1 | 3 | | 3 | 2 | 1 | 7 | 10 | | | | | | | | 880 | | |
| 1 | 0 | 44 | 33 | 49 | 15 | 4 | 27 | 39 | 0 | 0 | 17 | 21 | 19 | 23 | 11 | 9 | 9 | 13 | 9 | 13 | | | | | | | | 881 | | |
| 0 | 0 | 10 | 4 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 13 | 2 | 12 | 1 | 11 | 0 | 0 | 3 | 12 | | | | | | | | 882 | | |
| | | | 4 | 10 | | 3 | | 4 | | 0 | 6 | 4 | 2 | 5 | 2 | 0 | 0 | 0 | 1 | | | | | | | | | 883 | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | 884 | | |
| | | 6 | 9 | 25 | 3 | 9 | 0 | 0 | 0 | 0 | 9 | 20 | 10 | 9 | | 3 | 4 | 8 | 18 | | | | | | | | | 885 | | |
| 0 | 0 | 9 | 7 | 28 | 6 | 3 | 5 | 8 | 0 | 0 | 13 | 8 | 9 | | 1 | 1 | 5 | 2 | 6 | | | | | | | | | 886 | | |
| 3 | 0 | 0 | 6 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 10 | 7 | 6 | 0 | 5 | 3 | 5 | 4 | | | | | | | | | | 887 | | |
| 4 | 0 | 11 | 34 | 36 | 18 | 6 | 2 | 17 | 0 | 0 | 20 | 23 | 19 | 18 | 1 | 6 | 1 | 9 | | | | | | | | | | 888 | | |
| | | | 3 | 8 | | 1 | | 4 | | | 7 | 8 | | 3 | 3 | 7 | | | | | | | | | | | | 889 | | |
| 0 | 0 | 15 | 4 | 5 | 3 | | 10 | | 3 | | 3 | 2 | 9 | 6 | 8 | 6 | 8 | 6 | 4 | 3 | | | | | | | | 890 | | |
| | | 14 | 30 | 40 | 20 | 7 | 0 | 8 | 0 | 0 | 15 | 15 | 14 | 17 | 8 | 7 | 3 | 6 | 2 | 5 | | | | | | | | 891 | | |
| | | 9 | 5 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 10 | 5 | 9 | 6 | 10 | 5 | 11 | 4 | 6 | | | | | | | | 892 | | |
| 0 | 0 | 0 | 4 | 3 | | | | | | | 5 | 3 | | | | | | | | | | | | | | | | 893 | | |
| 0 | 0 | 22 | 20 | 30 | 0 | 0 | 5 | 7 | 0 | 0 | 14 | 20 | 13 | 17 | 13 | 17 | 1 | 6 | 5 | 7 | | | | | | | | 894 | | |
| 8 | 5 | 10 | 10 | 30 | 10 | 5 | 3 | 5 | | 1 | 20 | 20 | 5 | 3 | 15 | 20 | 2 | 10 | 8 | 12 | | | | | | | | 895 | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 6 | 1 | 12 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 8 | 5 | 5 | 9 | 9 | 5 | 5 | 8 | 8 | | | | | | | | 896 | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | 897 | | |
| 1 | 0 | | 7 | 3 | 0 | 0 | 2 | 0 | 0 | 0 | 5 | 4 | 3 | 4 | 2 | 5 | 4 | 3 | 8 | 5 | | | | | | | | 898 | | |
| 0 | 0 | | 5 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 12 | 9 | 5 | 4 | 5 | 5 | | | | | | | | | | | | 899 | | |
| 35 | 25 | | 3 | 3 | | | | | | | 20 | 11 | 6 | 3 | 6 | 3 | | | 6 | 3 | | | | | | | | 900 | | |
| | | | 1 | 1 | | | | | | | 2 | 7 | | | 1 | 4 | | | 2 | 3 | | | | | | | | 901 | | |
| 2 | 0 | 2 | 4 | 7 | 2 | 3 | 1 | 6 | 0 | 0 | 12 | 12 | 5 | 3 | 2 | 10 | 4 | 0 | 2 | 10 | | | | | | | | 902 | | |
| | | | 4 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 1 | 9 | 2 | 4 | 1 | 4 | 2 | 4 | | | | | | | | 903 | | |
| | | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | 904 | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 0 | 7 | 15 | 1 | 1 | 1 | 1 | 3 | 0 | 0 | 7 | 5 | 2 | 2 | 4 | 2 | 5 | 8 | | | | | | | | | | 905 | | |
| | | 30 | 27 | 40 | 6 | 7 | 11 | 13 | 5 | 10 | 20 | 37 | 10 | 11 | 6 | 20 | 5 | 7 | 2 | 16 | | | | | | | | 906 | | |
| | | 3 | 10 | 16 | 3 | 1 | 0 | 0 | 0 | 0 | 80 | 60 | 20 | 21 | 20 | 25 | 20 | 0 | 25 | 27 | | | | | | | | 907 | | |
| | | | | | | | | | | | 10 | 16 | 3 | 1 | 8 | 6 | 10 | 4 | 9 | 7 | | | | | | | | 908 | | |
| 0 | 0 | 2 | 22 | 25 | 3 | 5 | 10 | 8 | | 2 | 6 | 10 | 2 | 2 | 2 | 11 | 0 | 0 | 3 | 3 | | | | | | | | 909 | | |
| 1 | 2 | 9 | 10 | 21 | 3 | 0 | 0 | 0 | | | 9 | 18 | 5 | 8 | 8 | 3 | 4 | 6 | 8 | 10 | | | | | | | | 910 | | |
| 0 | 0 | 0 | 7 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 4 | 1 | 4 | 3 | 2 | 2 | 1 | 4 | | | | | | | | 911 | | |
| | | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | 912 | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | 913 | | |
| 0 | 0 | 2 | 6 | 6 | | | | | | | 18 | 12 | 6 | 4 | 5 | | | | 8 | 4 | | | | | | | | 914 | | |
| 1 | 0 | | 16 | 27 | 2 | 2 | 3 | 3 | | | 9 | 16 | 4 | 8 | | | | | 6 | 7 | | | | | | | | 915 | | |
| | | | 7 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 19 | 11 | 6 | 8 | | | | | 4 | 18 | | | | | | | | 916 | | |
| 0 | 0 | 8 | 4 | 1 | | | | | | | 5 | 4 | | | 2 | 5 | 3 | 0 | 4 | 4 | | | | | | | | 917 | | |
| 0 | 0 | 0 | 5 | 0 | 9 | 0 | 1 | 0 | 0 | 1 | 2 | 8 | | 2 | 8 | 2 | 8 | 0 | 0 | 4 | | | | | | | | 918 | | |
| | | | | 5 | | | | | | | 9 | 6 | | 5 | 6 | 4 | | | 5 | 4 | | | | | | | | 919 | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 2 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 5 | 3 | 3 | 2 | 5 | 1 | 1 | 2 | 2 | | | | | | | | 920 | | |
| 0 | 0 | 8 | 0 | 4 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 5 | 1 | 5 | 3 | 5 | 2 | 1 | 1 | 8 | | | | | | | | 921 | | |
| | | 7 | 6 | 9 | 3 | | | 4 | | | 7 | 13 | 7 | 9 | 5 | 8 | | | 2 | 1 | | | | | | | | 922 | | |
| 0 | 0 | 3 | 4 | 2 | | | | | | | 7 | 7 | 2 | | | | | | | | | | | | | | | 923 | | |
| 1 | 3 | 0 | 8 | 12 | 0 | 0 | 0 | 1 | 0 | 0 | 12 | 20 | 7 | 10 | 15 | 11 | 0 | 0 | 14 | 16 | | | | | | | | 924 | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "second-ary." | | Number of students in second-ary grade. | | Number preparing for col-lege classical course. | |
|---------------|------------------------|--------------------------|----------------------------|--------------------------------------|---------|---|---------|---|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| MAINE—cont'd. | | | | | | | | | |
| 926 | N. Anson | Anson Academy | F. G. Manson | 1 | 2 | 47 | 53 | --- | --- |
| 927 | Norway | High School | M. H. Small | 1 | 2 | 26 | 50 | 11 | 9 |
| 928 | Oakland | do | J. H. Blanchard | 1 | 1 | 26 | 34 | --- | --- |
| 929 | Old Orchard | do | Ida B. Newhall | 0 | 2 | 6 | 17 | --- | --- |
| 930 | Paris | Paris Academy | — Gates | 1 | 0 | 7 | 18 | --- | --- |
| 931 | Parsosfield | High School | I. Trufant, A. M. | 2 | 1 | 12 | 18 | 2 | 8 |
| 932 | Pembroke | do | W. W. Poore | 2 | 0 | 14 | 14 | 0 | 0 |
| 933 | Phillips | do | Fred Benson | 1 | 1 | 16 | 15 | 4 | 1 |
| 934 | Portland | do | A. E. Chau | 4 | 9 | 188 | 211 | 39 | 22 |
| 935 | Princeton | do | W. H. Sylvester | 1 | 1 | 6 | 15 | 0 | 0 |
| 936 | Readfield | do | W. J. Trefethen | 1 | 1 | 15 | 13 | 0 | 0 |
| 937 | Richmond | do | S. H. Holmes | 1 | 1 | 18 | 19 | 5 | 0 |
| 938 | Rockport | do | S. J. Nowell | 0 | 1 | 12 | 16 | 2 | 1 |
| 939 | Rockland | do | Jefferson Taylor | 2 | 1 | 48 | 96 | 15 | 7 |
| 940 | St. Albans | do | H. B. Peabody | 1 | 1 | 10 | 9 | 0 | 0 |
| 941 | Sanford | do | O. H. Perkins | 1 | 0 | 9 | 12 | 0 | 0 |
| 942 | Searsport | do | C. A. Snell | 1 | 1 | 12 | 16 | --- | --- |
| 943 | Shapleigh | High School (Lindsey). | C. H. Merrill | 1 | 0 | 9 | 13 | 2 | 1 |
| 944 | Skowhegan | High School | D. W. Hall | 1 | 2 | 21 | 56 | 4 | 8 |
| 945 | South Norridge-wock. | do | J. S. Horton | 1 | 1 | 25 | 35 | 10 | 15 |
| 946 | South Paris | do | H. Fletcher, A. B. | 1 | 1 | 29 | 29 | 7 | 9 |
| 947 | South Thomas-ton. | do | M. A. Whitmore | 1 | 0 | 7 | 12 | --- | --- |
| 948 | South West Har-bor. | do | W. W. Rich | 1 | 0 | 6 | 11 | --- | --- |
| 949 | Spragues Mill | High School (Easton) | J. W. Owen | 1 | 0 | 10 | 8 | --- | --- |
| 950 | Springvale | High School | W. B. Moore | 1 | 1 | 24 | 26 | 0 | 0 |
| 951 | Steuben | do | David Fletcher | 1 | 0 | 17 | 20 | --- | --- |
| 952 | Thomaston | do | M. P. Smithwick | 1 | 1 | 33 | 55 | 7 | 10 |
| 953 | Topsham | do | T. E. Russell | 1 | 0 | 13 | 7 | --- | --- |
| 954 | Troy | do | H. T. Powers | --- | --- | 25 | 45 | --- | --- |
| 955 | Union | do | F. H. M. Witham | 2 | 0 | 27 | 21 | --- | --- |
| 956 | Unity | do | S. W. Peabody | 1 | 1 | 18 | 23 | 3 | 0 |
| 957 | Vinal Haven | do | C. E. Perkins | 1 | 1 | 18 | 42 | 16 | 19 |
| 958 | Waldoboro | do | C. W. Averell | 1 | 1 | 23 | 19 | 2 | 1 |
| 959 | Washington | do | T. S. Bowden | 3 | 1 | 41 | 30 | 0 | 0 |
| 960 | Waterville | do | Lincoln Owen | 1 | 4 | 55 | 90 | 21 | 17 |
| 961 | Wayne | do | E. L. Chaney | 1 | 2 | 35 | 23 | 0 | 0 |
| 962 | Westbrook | do | R. A. Parker | 1 | 3 | 57 | 67 | 5 | 3 |
| 963 | West Sumner | do | F. A. Robinson | --- | --- | 20 | 35 | 0 | 0 |
| 964 | Windham | do | A. E. Stearnes | 1 | 1 | 34 | 28 | 12 | 2 |
| 965 | Winn | do | H. J. Cross | 1 | 1 | 25 | 20 | 3 | 0 |
| 966 | Winthrop | do | F. W. Plummer | 0 | 4 | 14 | 23 | 0 | 0 |
| 967 | Wiscasset | do | W. A. Smith | 1 | 1 | 18 | 22 | 4 | 3 |
| 968 | Yarmouth | do | H. M. Moore | 1 | 1 | 24 | 31 | 2 | 1 |
| MARYLAND. | | | | | | | | | |
| 969 | Boonsboro | High School | W. A. Heimsberger | 1 | 1 | 10 | 13 | --- | --- |
| 970 | Centreville | do | A. G. Harley | 1 | 0 | 49 | 0 | 0 | 0 |
| 971 | Chance | do | S. S. Handy | 1 | 0 | 11 | 16 | 1 | 0 |
| 972 | Crisfield | do | F. W. Sterling | 1 | 0 | 12 | 22 | --- | --- |
| 973 | Cumberland | do | J. T. White | 1 | 3 | 17 | 28 | --- | --- |
| 974 | Darlington | Darlington Academy. | A. T. Galbreath | 1 | 1 | 28 | 15 | 4 | 2 |
| 975 | East New Market | East New Market Academy. | W. P. Beckwith | 1 | 0 | 14 | 26 | --- | --- |
| 976 | Easton | High School | E. D. Murdaugh | 2 | 3 | 43 | 40 | --- | --- |
| 977 | Frederick | do | M. P. Richards, A. B. | 1 | 0 | 35 | 0 | --- | --- |
| 978 | Frostburg | High School (dept.) | A. A. Doub | 2 | 1 | 27 | 30 | --- | --- |
| 979 | Hagerstown | High School (Girls) | Belle A. Newell | 1 | 1 | 0 | 47 | 0 | 1 |
| 980 | do | High School (Boys) | G. C. Pearson | 2 | 0 | 34 | 0 | --- | --- |
| 981 | Hancock | High School | W. M. Cross | 1 | 0 | 16 | 22 | 7 | 8 |

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----------------------------------|-----|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|-------|---------|--|--|--|--|--|--|--|--|
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | | |
| | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | |
| 2 | 0 | 4 | 4 | 17 | 4 | 4 | 0 | 5 | 0 | 0 | 27 | 27 | 10 | 4 | 12 | 6 | 0 | 0 | 4 | 2 | 926 | | | | | | | | | | |
| 5 | 0 | 5 | 14 | 19 | 11 | 9 | 0 | 0 | 0 | 0 | 15 | 21 | 8 | 16 | 10 | 14 | 4 | 16 | 10 | 14 | 927 | | | | | | | | | | |
| 0 | 0 | 0 | 3 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 15 | 7 | 6 | 3 | 6 | 0 | 0 | 3 | 1 | 928 | | | | | | | | | | |
| 0 | 0 | 0 | 1 | 9 | 2 | 0 | 0 | 0 | 0 | 0 | 8 | 7 | 3 | 1 | 7 | 1 | 0 | 0 | 3 | 1 | 929 | | | | | | | | | | |
| 0 | 0 | 0 | 6 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 4 | 8 | 1 | 4 | 0 | 0 | 7 | 9 | 930 | | | | | | | | | | |
| 5 | 0 | 53 | 121 | 95 | 45 | 15 | 15 | 47 | 0 | 0 | 12 | 6 | 33 | 12 | 15 | 37 | 4 | 18 | 14 | 10 | 931 | | | | | | | | | | |
| 6 | 2 | 0 | 10 | 9 | 0 | 0 | 0 | 3 | 0 | 0 | 6 | 89 | 1 | 3 | 3 | 2 | 0 | 0 | 6 | 6 | 932 | | | | | | | | | | |
| 1 | 0 | 0 | 10 | 9 | 0 | 0 | 0 | 3 | 0 | 0 | 15 | 13 | 5 | 6 | 5 | 6 | 0 | 0 | 8 | 8 | 933 | | | | | | | | | | |
| 0 | 0 | 0 | 15 | 3 | 1 | 0 | 0 | 1 | 5 | 0 | 3 | 13 | 3 | 8 | 8 | 3 | 0 | 0 | 0 | 0 | 934 | | | | | | | | | | |
| 1 | 0 | 0 | 18 | 29 | 8 | 4 | 11 | 14 | 0 | 0 | 21 | 27 | 17 | 11 | 24 | 8 | 5 | 36 | 20 | 3 | 935 | | | | | | | | | | |
| 0 | 0 | 0 | 3 | 3 | 0 | 0 | 2 | 2 | 0 | 0 | 3 | 3 | 3 | 1 | 1 | 1 | 0 | 0 | 3 | 3 | 936 | | | | | | | | | | |
| 1 | 0 | 6 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 12 | 3 | 4 | 0 | 0 | 5 | 5 | 1 | 2 | 937 | | | | | | | | | | |
| 3 | 5 | 15 | 14 | 40 | 4 | 8 | 0 | 20 | 0 | 0 | 11 | 25 | 8 | 21 | 10 | 26 | 6 | 12 | 7 | 26 | 938 | | | | | | | | | | |
| 3 | 0 | 0 | 12 | 20 | 0 | 0 | 2 | 3 | 0 | 0 | 12 | 20 | 2 | 3 | 2 | 3 | 0 | 0 | 2 | 3 | 939 | | | | | | | | | | |
| 3 | 5 | 0 | 15 | 18 | 2 | 6 | 1 | 2 | 0 | 0 | 1 | 6 | 4 | 6 | 14 | 7 | 1 | 1 | 3 | 5 | 940 | | | | | | | | | | |
| 4 | 1 | 4 | 1 | 1 | | | 1 | 1 | | | 1 | 3 | 1 | 3 | | | | | 1 | 4 | 941 | | | | | | | | | | |
| | | | | | | | | | | | 2 | 11 | 1 | 1 | 4 | | | | | | 942 | | | | | | | | | | |
| | | | | | | | | | | | 3 | 5 | 1 | 3 | | | | | | | 943 | | | | | | | | | | |
| | | | | | | | | | | | 11 | 15 | 4 | 4 | 2 | 9 | 4 | 4 | 4 | 4 | 944 | | | | | | | | | | |
| 12 | 18 | 7 | 3 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 5 | 1 | 3 | 2 | 5 | 3 | 4 | 3 | 8 | 945 | | | | | | | | | | |
| 2 | 0 | 13 | 20 | 36 | 7 | 10 | 5 | 9 | | | 26 | 31 | 7 | 9 | 7 | 11 | | | | | 946 | | | | | | | | | | |
| 0 | 0 | 0 | 11 | 7 | 3 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 | 1 | 4 | | | | | | 947 | | | | | | | | | | |
| 0 | 0 | 8 | 6 | 5 | 0 | 0 | 0 | 2 | 0 | 0 | 5 | 7 | 6 | 3 | 4 | | | | | | 948 | | | | | | | | | | |
| 13 | 13 | 11 | 12 | 34 | | | 12 | 34 | 12 | 34 | 18 | 15 | 0 | 0 | 7 | 8 | 0 | 0 | 2 | 7 | 949 | | | | | | | | | | |
| 7 | 2 | 10 | 38 | 64 | 21 | 17 | 1 | 4 | 0 | 0 | 17 | 43 | 17 | 43 | 17 | 43 | 17 | 43 | 17 | 43 | 950 | | | | | | | | | | |
| 1 | 0 | 25 | 34 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 34 | 61 | 9 | 20 | 5 | 15 | 5 | 13 | 9 | 20 | | | | | | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|---------------------|------------------------|-----------------------------|---------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| MARYLAND—continued. | | | | | | | | | |
| 982 | Havre de Grace | Harford County High School. | R. W. Eubank | 1 | 2 | 35 | 40 | | |
| 983 | Laurel | High School | Maggie Edmonston. | 1 | 2 | 19 | 17 | 2 | 0 |
| 984 | Marion Station | do | B. F. Haynes | 1 | 0 | 11 | 27 | 2 | 5 |
| 985 | Middletown | do | W. L. Avis | 1 | 0 | 25 | 12 | 2 | 0 |
| 986 | Northeast | High School (dept.) | D. S. Mattingly | 1 | 1 | 31 | 39 | 0 | 0 |
| 987 | Pocomoke City | High School | H. J. Handy | 1 | 0 | 10 | 22 | | |
| 988 | Port Deposit | High School (dept.) | J. M. Tull | 1 | 0 | 4 | 9 | 0 | 0 |
| 989 | Princess Anne | Washington Academy | R. K. Wimbrough | 1 | 1 | 10 | 29 | | |
| 990 | Rockville | High School (dept.) | C. W. Baggarly | 0 | 1 | 2 | 6 | | |
| 991 | St. Michaels | High School | W. S. Crouse | 1 | 2 | 44 | 55 | | |
| 992 | Sharpsburg | do | J. E. Wagaman | 1 | 0 | 5 | 18 | | |
| 993 | Smithsburg | High School (dept.) | E. A. Spessard | 1 | 1 | 13 | 14 | | |
| 994 | Snow Hill | High School | T. H. Spence | 1 | 4 | 9 | 18 | 2 | 2 |
| 995 | Towson | High School (dept.) | J. N. Wright | 1 | 0 | 3 | 19 | | |
| 996 | Trappe | High School | D. M. Long | 1 | 0 | 16 | 14 | 2 | 0 |
| 997 | Upper Fairmount. | do | E. C. Wimbrough | 1 | 0 | 24 | 25 | | |
| 998 | Vienna | do | H. M. Strickler | 1 | 0 | 9 | 16 | 3 | 4 |
| 999 | Williamsport | High School (dept.) | J. F. Kimler | 2 | 0 | 30 | 20 | 12 | 10 |
| MASSACHUSETTS. | | | | | | | | | |
| 1000 | Abington | High School | Alice C. Jones | 0 | 3 | 21 | 40 | 0 | 2 |
| 1001 | Adams | do | C. H. Howe | 2 | 3 | 25 | 45 | 2 | 5 |
| 1002 | Amesbury | do | A. E. Tuttle | 1 | 3 | 20 | 60 | 4 | 8 |
| 1003 | Amherst | do | H. K. Whittaker | 2 | 2 | 43 | 62 | 23 | 17 |
| 1004 | Arlington | do | A. G. Fisher | 1 | 3 | 35 | 30 | 8 | 5 |
| 1005 | Ashfield | Sanderson Academy | M. E. Hersey | 0 | 2 | 19 | 22 | 2 | 1 |
| 1006 | Ashland | High School | Harry Monroe | 1 | 1 | 16 | 31 | 5 | 5 |
| 1007 | Athol | do | W. J. Rushmore | 2 | 0 | 30 | 25 | 0 | 2 |
| 1008 | Barre | do | Addie F. True | 0 | 2 | 15 | 22 | 3 | 1 |
| 1009 | Bedford | do | Maud Wood | 0 | 1 | 2 | 5 | | |
| 1010 | Belchertown | do | W. R. Whitcomb | 1 | 0 | 12 | 27 | 1 | 3 |
| 1011 | Belmont | do | H. H. Butler | 1 | 1 | 20 | 35 | 0 | 0 |
| 1012 | Beverly | do | B. S. Hurd | 1 | 5 | 75 | 100 | 1 | 2 |
| 1013 | Bolton | do | Anna L. Foster | 0 | 1 | 3 | 6 | | |
| 1014 | Boston | Girls' High School | Jno. Tetlow | 2 | 19 | 0 | 745 | | |
| 1015 | do | Latin School | Moses Merrill | 16 | 0 | 491 | 0 | | |
| 1016 | do | Roxbury Latin School | C. M. Clay | 3 | 12 | 170 | 350 | 0 | 0 |
| 1017 | Bourne | High School | H. S. Bullen | 1 | 1 | 11 | 21 | | |
| 1018 | Bradford | do | W. R. Jones | 1 | 2 | 35 | 34 | | |
| 1019 | Braintree | do | C. E. Stetson | 1 | 1 | 33 | 41 | 0 | 0 |
| 1020 | Bridgewater | do | L. T. McKenney | 1 | 2 | 28 | 35 | 0 | 0 |
| 1021 | Brighton | do | Benj. Wornelle | 1 | 3 | 26 | 71 | | |
| 1022 | Brookton | do | Edw. Parker | 3 | 5 | 133 | 165 | 20 | 26 |
| 1023 | Brookfield | do | E. B. Hale | 1 | 1 | 17 | 35 | 2 | 1 |
| 1024 | Brookline | do | F. S. Farnsworth | 3 | 5 | 51 | 63 | 9 | 13 |
| 1025 | Cambridge | High School (English) | F. A. Hill | 4 | 11 | 223 | 333 | 0 | 0 |
| 1026 | Cambridgeport | Latin School | W. F. Bradbury | 3 | 7 | 123 | 83 | 123 | 83 |
| 1027 | Canton | High School | E. L. Underwood, A. B. | 1 | 1 | 14 | 38 | | |
| 1028 | Central Village | do | G. H. Eldridge | 1 | 0 | 12 | 10 | 0 | 0 |
| 1029 | Charlestown | do | J. O. Morris | 2 | 4 | 65 | 123 | | |
| 1030 | Chatham | do | M. F. Daggett | 1 | 0 | 6 | 20 | 1 | 0 |
| 1031 | Chelmsford | do | Susie M. Emerson | 0 | 1 | 6 | 10 | | |
| 1032 | Chelsea | do | A. E. Briggs | 3 | 7 | 150 | 200 | | |
| 1033 | Cheshire | do | L. B. Ballou | 1 | 1 | 8 | 17 | 0 | 0 |
| 1034 | Clinton | do | A. E. Ford | 1 | 3 | 42 | 65 | 8 | 7 |
| 1035 | Cohasset | do | E. J. Cox | 2 | 2 | 28 | 48 | 0 | 0 |
| 1036 | Concord | do | W. L. Eaton | 1 | 4 | 58 | 69 | 10 | 3 |
| 1037 | Dalton | do | William Keyes | 1 | 1 | 12 | 27 | 0 | 0 |

public high schools—Continued.

| Number preparing for college, scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---------|----------------------------------|-------|---------|-------|---------|-------|---------|-------|---------|-------|----------|-------|-----------|-------|----------|-------|------------|-------|------------------|-------|---------|-------|---------|-------|---------|-------|---------|--|
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male. | Female. | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | |
| | | | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 27 | 9 | 11 | 9 | 11 | 0 | 0 | 21 | 27 | 982 | | | | | | | | |
| 3 | 0 | 5 | 8 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 6 | 8 | 6 | 3 | 1 | 0 | 0 | 8 | 6 | 983 | | | | | | | | |
| 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 16 | 3 | 18 | 5 | 25 | 2 | 9 | 7 | 26 | 984 | | | | | | | | |
| 0 | 0 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 12 | 12 | 12 | 22 | 10 | 0 | 0 | 20 | 8 | 985 | | | | | | | | |
| 0 | 0 | 2 | 8 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 15 | 5 | 6 | 9 | 11 | 3 | 4 | | | 986 | | | | | | | | |
| 0 | 0 | 0 | 6 | 15 | 2 | 1 | 0 | 0 | 0 | 0 | 10 | 22 | 6 | 10 | 2 | 2 | 0 | 0 | 3 | 5 | 987 | | | | | | | | |
| | | | 6 | 20 | 1 | 1 | 1 | 2 | | | 4 | 9 | 1 | 2 | 1 | 2 | | | 1 | 2 | 988 | | | | | | | | |
| | | | 0 | | | | | | | | 10 | 29 | 4 | 4 | 6 | 10 | | | 1 | 2 | 989 | | | | | | | | |
| | | | 17 | 28 | | | 7 | 22 | | | 17 | 23 | 4 | 12 | 44 | 49 | | | 2 | 6 | 990 | | | | | | | | |
| | | | 8 | | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 18 | 5 | 18 | 5 | 13 | 0 | 0 | 0 | 4 | 991 | | | | | | | | |
| | | | 0 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 13 | 14 | 13 | 14 | 2 | 9 | 0 | 0 | 2 | 9 | 992 | | | | | | | | |
| 0 | 0 | 4 | 8 | 14 | 2 | 1 | 0 | 0 | 0 | 0 | 9 | 18 | 6 | 10 | 6 | 10 | 0 | 0 | 0 | 0 | 993 | | | | | | | | |
| 0 | 0 | 0 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 39 | 3 | 19 | 3 | 19 | | | 3 | 19 | 994 | | | | | | | | |
| | | | 20 | 25 | 0 | 0 | 0 | 0 | 0 | 20 | 13 | 7 | 2 | 0 | 2 | 0 | 0 | 0 | 1 | 3 | 995 | | | | | | | | |
| | | | | | | | | | | 25 | 24 | 25 | 11 | 15 | 24 | 25 | 0 | 0 | 3 | 1 | 996 | | | | | | | | |
| 1 | 0 | 0 | 3 | 7 | 0 | 0 | 0 | 0 | 1 | 3 | 9 | 16 | 1 | 2 | 5 | 7 | 0 | 0 | 1 | 9 | 998 | | | | | | | | |
| 2 | 3 | 13 | 10 | 5 | 0 | 1 | 0 | 0 | 0 | 0 | 30 | 20 | 30 | 20 | 20 | 10 | 0 | 0 | 7 | 2 | 999 | | | | | | | | |
| 0 | 0 | 14 | 10 | 27 | 0 | 2 | 6 | 18 | 0 | 0 | 6 | 15 | 7 | 9 | 6 | 6 | 2 | 9 | 6 | 14 | 1000 | | | | | | | | |
| 2 | 0 | 11 | 8 | 18 | 2 | 5 | 4 | 8 | 0 | 5 | 16 | 27 | 6 | 12 | 6 | 12 | 4 | 11 | 3 | 5 | 1001 | | | | | | | | |
| 8 | 0 | 15 | 14 | 48 | 4 | 8 | 8 | 22 | 12 | 38 | 9 | 30 | 2 | 8 | 8 | 32 | 5 | 20 | 4 | 16 | 1002 | | | | | | | | |
| 1 | 2 | 20 | 32 | 32 | 18 | 13 | 5 | 12 | 0 | 0 | 15 | 13 | 4 | 7 | 2 | 9 | 3 | 11 | 12 | 19 | 1003 | | | | | | | | |
| 2 | 0 | 0 | 27 | 23 | 8 | 5 | 6 | 6 | 0 | 0 | 20 | 15 | 6 | 6 | 6 | 2 | 0 | 0 | 6 | 8 | 1004 | | | | | | | | |
| 0 | 0 | 3 | 8 | 4 | 1 | 1 | 5 | 0 | 0 | 0 | 9 | 2 | 3 | 1 | 3 | 3 | 0 | 0 | 2 | 7 | 1005 | | | | | | | | |
| 0 | 0 | 5 | 15 | 29 | 5 | 5 | 6 | 15 | | | 8 | 12 | 5 | 12 | | 7 | | | 3 | 4 | 1006 | | | | | | | | |
| 5 | 6 | 12 | 4 | 10 | 0 | 2 | 2 | 0 | 15 | 15 | 13 | 11 | 10 | 9 | 13 | 11 | 10 | 9 | 5 | 6 | 1007 | | | | | | | | |
| 1 | 0 | 4 | 5 | 16 | 3 | 1 | 0 | 6 | 0 | 0 | 10 | 10 | 2 | 5 | 0 | 0 | 0 | 0 | 5 | 4 | 1008 | | | | | | | | |
| | | | 4 | 3 | 5 | | | | | | 1 | 0 | | | | | | | | | 1009 | | | | | | | | |
| 0 | 0 | 4 | 1 | 6 | 0 | 0 | 1 | 7 | 0 | 0 | 7 | 10 | 0 | 2 | 0 | 0 | 1 | 7 | 3 | 7 | 1010 | | | | | | | | |
| 0 | 0 | 12 | 16 | 18 | 0 | 7 | 21 | 0 | 0 | 0 | 10 | 19 | 4 | 9 | 6 | 7 | 0 | 0 | 4 | 9 | 1011 | | | | | | | | |
| | | 36 | 25 | 75 | 2 | 5 | 8 | 22 | 0 | 0 | 20 | 35 | 25 | 40 | 25 | 10 | 25 | 10 | 20 | 35 | 1012 | | | | | | | | |
| | | | 1 | 5 | 0 | 0 | 0 | 3 | 0 | 0 | 3 | 4 | 0 | 0 | 1 | 5 | 0 | 0 | 0 | 0 | 1013 | | | | | | | | |
| | | 172 | 206 | | 0 | | 134 | | 62 | | 215 | 361 | 201 | | 165 | | 171 | | 745 | | 1014 | | | | | | | | |
| | | 44 | 491 | | 239 | | 215 | | | | 133 | 225 | 99 | | 41 | | 0 | | 491 | | 1015 | | | | | | | | |
| 5 | 9 | 75 | 38 | 82 | 0 | 0 | 83 | 138 | 62 | 124 | 83 | 133 | 3 | 3 | 6 | 3 | 3 | 29 | 70 | 301 | 1016 | | | | | | | | |
| | | 7 | 2 | 7 | | | 3 | 4 | | | 3 | 3 | 3 | 6 | 3 | 3 | 3 | 3 | 2 | | 1017 | | | | | | | | |
| | | | 15 | 5 | 4 | 16 | 15 | 0 | 0 | 0 | 8 | 7 | 9 | 7 | 9 | 7 | 4 | 5 | | | 1018 | | | | | | | | |
| 0 | 0 | 17 | 13 | 28 | 0 | 0 | 17 | 23 | 0 | 0 | 13 | 18 | 12 | 14 | 12 | 13 | 11 | 12 | 22 | 30 | 1019 | | | | | | | | |
| 0 | 0 | 6 | 10 | 15 | 0 | 0 | 14 | 13 | 0 | 0 | 4 | 7 | 7 | 11 | 14 | 13 | 14 | 13 | 7 | 11 | 1020 | | | | | | | | |
| | | 19 | 2 | 4 | 0 | 0 | 19 | 36 | 4 | 29 | 22 | 43 | 10 | 19 | 4 | 15 | 4 | 15 | 26 | 71 | 1021 | | | | | | | | |
| 10 | 0 | 45 | 82 | 3 | 20 | 26 | 27 | 32 | 3 | 6 | 63 | 65 | 44 | 59 | 34 | 53 | 26 | 27 | 47 | 77 | 1022 | | | | | | | | |
| 3 | 2 | 5 | 7 | 17 | 2 | 0 | 8 | 15 | 0 | 0 | 8 | 4 | 9 | 14 | 8 | 10 | 8 | 10 | 4 | 6 | 1023 | | | | | | | | |
| 0 | 0 | 14 | 19 | 26 | 5 | 4 | 25 | 43 | 12 | 20 | 33 | 30 | 20 | 24 | 10 | 9 | 4 | 10 | | 1024 | | | | | | | | | |
| 22 | 0 | 48 | 74 | 284 | 0 | 0 | 44 | 65 | 7 | 17 | 168 | 199 | 106 | 109 | 64 | 107 | 28 | 55 | 3 | 22 | 1025 | | | | | | | | |
| 0 | 0 | 37 | 82 | 59 | 43 | 48 | 33 | 9 | 18 | 53 | 30 | 51 | 33 | 13 | 13 | 8 | | | | | 1026 | | | | | | | | |
| | | 6 | 5 | 19 | 0 | 0 | 5 | 15 | 0 | 0 | 10 | 5 | 4 | 8 | | | 0 | 4 | 10 | 5 | 1027 | | | | | | | | |
| 0 | 0 | 0 | 0 | 1 | | | 21 | 44 | 13 | 23 | 4 | 4 | | | | | | | | | 1028 | | | | | | | | |
| | | 25 | 40 | | | | 0 | 0 | 0 | 0 | 33 | 60 | 19 | 25 | 9 | 17 | 9 | 17 | 59 | 107 | 1029 | | | | | | | | |
| 1 | 0 | 7 | 1 | 4 | 0 | 0 | 1 | 6 | 0 | 0 | 2 | 3 | 1 | 6 | 2 | 6 | 0 | 0 | 1 | 10 | 1030 | | | | | | | | |
| | | | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 5 | 0 | 0 | 4 | 0 | 1031 | | | | | | | |
| | | 35 | 140 | 190 | 20 | 30 | 90 | 120 | 40 | 60 | 48 | 90 | 35 | 45 | 40 | 45 | 30 | 40 | 35 | 45 | 1032 | | | | | | | | |
| 2 | 0 | 5 | 2 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 12 | 2 | 9 | 5 | 2 | 2 | 1 | | | 1033 | | | | | | | | |
| 5 | 0 | 40 | 31 | 46 | 4 | 1 | 14 | 30 | | | 10 | 18 | 12 | 15 | 12 | 15 | 10 | 18 | 12 | 16 | 1034 | | | | | | | | |
| 0 | 0 | 14 | 13 | 27 | 0 | 0 | 2 | 20 | 0 | 0 | 11 | 21 | 13 | 19 | 3 | 14 | 2 | 7 | 13 | 19 | 1035 | | | | | | | | |
| 7 | 0 | 18 | 25 | 35 | 10 | 6 | 31 | 44 | 0 | 0 | 39 | 36 | 26 | 25 | 13 | 23 | 6 | 8 | 15 | 21 | 1036 | | | | | | | | |
| 0 | 0 | 0 | 9 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 28 | 2 | 1 | 6 | 6 | 0 | 0 | 10 | 10 | 1037 | | | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|--------------------------|------------------------|------------------------------|---------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| MASSACHUSETTS—continued. | | | | | | | | | |
| 1038 | Danvers | Holten High School | E. J. Powers | | | 48 | 63 | | |
| 1039 | Dartmouth | High School | L. A. Siocum | 1 | 0 | 5 | 8 | 0 | 3 |
| 1040 | Dedham | do | Carlos S. Clatter | 2 | 4 | 50 | 70 | | |
| 1041 | Dorchester | do | C. J. Lincoln | 4 | 6 | 104 | 236 | 0 | 0 |
| 1042 | Dover | High School (Sanger) | M. G. Seavey | 0 | 1 | 11 | 9 | | |
| 1043 | Dudley | High School | A. C. Collins | 2 | 2 | 30 | 40 | 8 | 4 |
| 1044 | East Boston | do | J. F. Eliot | 2 | 4 | 71 | 93 | 0 | 0 |
| 1045 | East Bridgewater | do | G. F. Murdock | 1 | 1 | 27 | 36 | 0 | 0 |
| 1046 | East Douglass | do | C. T. Eaton | 1 | 0 | 10 | 23 | 0 | 4 |
| 1047 | Easthampton | do | S. E. Chapin | 2 | 2 | 22 | 37 | 0 | 8 |
| 1048 | Edgartown | do | C. G. M. Dunham | 1 | 0 | 5 | 10 | 0 | 0 |
| 1049 | Everett | do | R. A. Rideout | 1 | 2 | 28 | 46 | 0 | 2 |
| 1050 | Fairhaven | do | Etta L. Chapman | 1 | 1 | 18 | 27 | 0 | 0 |
| 1051 | Fall River | High School (Durfee) | E. F. Leighton | 6 | 9 | 178 | 233 | 44 | 43 |
| 1052 | Fitchburg | High School | C. S. Chapin | 3 | 5 | 93 | 142 | 13 | 12 |
| 1053 | Foxboro | do | W. E. Horton | 1 | 1 | 30 | 18 | 0 | 0 |
| 1054 | Framingham | do | F. S. Hotaling | 1 | 2 | 45 | 67 | 5 | 5 |
| 1055 | Georgetown | do | E. S. Pickett | 1 | 1 | 20 | 24 | 0 | 0 |
| 1056 | Gloucester | do | A. W. Bachelor | 2 | 8 | 101 | 212 | 9 | 8 |
| 1057 | Granby | do | Minnie C. Sutphen | 0 | 1 | 7 | 12 | | |
| 1058 | Great Barrington. | do | E. E. Wentworth | 1 | 1 | 20 | 40 | 1 | 3 |
| 1059 | Greenfield | do | W. H. Whiting | 2 | 3 | 35 | 73 | 9 | 15 |
| 1060 | Groton | Butler High School | J. H. Manning | 1 | 1 | 15 | 22 | 0 | 1 |
| 1061 | Groveland | High School | N. E. Adams | 1 | 0 | 20 | 33 | | |
| 1062 | Hanover | do | W. G. Park | 1 | 1 | 22 | 31 | 1 | 0 |
| 1063 | Harwich | do | W. R. Marsh | 1 | 0 | 25 | 23 | 2 | 1 |
| 1064 | Haverhill | do | C. E. Kelley | 2 | 6 | 100 | 132 | 18 | 6 |
| 1065 | Hingham Center | do | J. O. Sanborn | 1 | 2 | 50 | 56 | 5 | 4 |
| 1066 | Hinsdale | do | J. F. Roache | 1 | 0 | 9 | 16 | 0 | 0 |
| 1067 | Holbrook | do | Jno. Haynes | 1 | 1 | 22 | 31 | | |
| 1068 | Holden | do | A. K. Learned | 1 | 1 | 21 | 30 | 0 | 0 |
| 1069 | Holliston | do | C. W. Marshall | 1 | 1 | 13 | 23 | 1 | 1 |
| 1070 | Hopedale | do | M. E. H. Barrows | 0 | 2 | 11 | 12 | 3 | 1 |
| 1071 | Hopkinton | do | W. E. Soule | 1 | 3 | 20 | 52 | 5 | 13 |
| 1072 | Hudson | do | W. H. Small | 1 | 2 | 34 | 45 | 0 | 0 |
| 1073 | Huntingdon | do | F. H. N. Greaves | 1 | 0 | 8 | 3 | | |
| 1074 | Hyde Park | do | J. M. Hill | 3 | 2 | 75 | 160 | 7 | 2 |
| 1075 | Jamaica Plains | High School (West Roxbury). | G. C. Mann | 1 | 3 | 30 | 70 | 0 | 0 |
| 1076 | Kingston | High School | C. L. Reed | 1 | 1 | 28 | 26 | 0 | 0 |
| 1077 | Lancaster | do | Walter Moores | 1 | 2 | 26 | 28 | 6 | 3 |
| 1078 | Lee | do | Abner Rice | 1 | 1 | 28 | 32 | 10 | 0 |
| 1079 | Lenox | do | J. D. Seacord | 1 | 0 | 17 | 23 | | |
| 1080 | Littleton | do | I. L. Pickard | 1 | 0 | 28 | 16 | 8 | 7 |
| 1081 | Lowell | do | F. F. Coburn | 3 | 13 | 234 | 272 | 30 | 15 |
| 1082 | Lynn | Classical High School | J. A. O'Keefe | 5 | 9 | 166 | 204 | 34 | 42 |
| 1083 | do | English High School | C. S. Jackson | 2 | 4 | 92 | 73 | 0 | 0 |
| 1084 | Malden | High School | G. E. Gay | 2 | 5 | 82 | 133 | 7 | 18 |
| 1085 | Manchester | do | A. B. Palmer | 1 | 1 | 18 | 26 | 0 | 0 |
| 1086 | Mansfield | do | F. C. Hardon | 1 | 1 | 19 | 20 | 0 | 0 |
| 1087 | Marblehead | do | B. W. Tinker | 1 | 2 | 24 | 44 | 6 | 0 |
| 1088 | Marshfield Hills | do | W. G. Park | 1 | 0 | 9 | 13 | 0 | 0 |
| 1089 | Mattapoisett | English High School (Dept.). | H. V. Neal | 1 | 0 | 6 | 7 | 0 | 0 |
| 1090 | Maynard | High School | G. H. Galger | 1 | 1 | 15 | 19 | 2 | 2 |
| 1091 | Medford | do | L. L. Danil | 3 | 3 | 60 | 87 | 8 | 4 |
| 1092 | Medfield | do | E. H. Whitehill | 1 | 0 | 6 | 10 | 0 | 0 |
| 1093 | Medway | do | E. D. Daniels, A. B | 1 | 1 | 19 | 30 | | |
| 1094 | Melrose | do | A. G. Whitman | 1 | 5 | 80 | 118 | 17 | 18 |
| 1095 | Mendon | do | J. F. Allison | 1 | 0 | 10 | 19 | 0 | 0 |
| 1096 | Merrimac | do | L. W. Craig | 1 | 1 | 20 | 40 | 0 | 0 |
| 1097 | Methuen | do | D. M. Spaulding | 1 | 2 | 24 | 44 | 3 | 0 |

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----------------------------------|---------|-------|---------|-------|---------|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|-------|---------|--|--|--|--|
| | | Total number of graduates, 1891. | | | | | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | |
| 2 | 2 | 27 | 21 | 44 | 5 | 6 | 30 | 7 | 0 | 0 | 27 | 32 | 11 | 14 | 11 | 14 | 11 | 14 | 29 | 32 | 1038 | | | | | | | | | | |
| 5 | 5 | 20 | 43 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 8 | 3 | 1 | 5 | 8 | 0 | 0 | 4 | 9 | 1039 | | | | | | | | | | |
| 6 | 0 | 50 | 28 | 27 | 0 | 0 | 41 | 63 | 19 | 37 | 42 | 64 | 33 | 35 | 32 | 33 | 17 | 16 | 50 | 60 | 1040 | | | | | | | | | | |
| 12 | 8 | 10 | 10 | 4 | 2 | 2 | 10 | 10 | 5 | 6 | 25 | 20 | 12 | 15 | 15 | 10 | 10 | 8 | 12 | 16 | 1041 | | | | | | | | | | |
| 4 | 0 | 20 | 17 | 31 | 0 | 0 | 39 | 44 | 15 | 17 | 33 | 49 | 28 | 30 | 10 | 13 | 10 | 13 | 71 | 93 | 1044 | | | | | | | | | | |
| 0 | 0 | 8 | 5 | 5 | 0 | 0 | 9 | 15 | 0 | 0 | 11 | 14 | 4 | 7 | 3 | 7 | 3 | 3 | 7 | 10 | 1045 | | | | | | | | | | |
| 0 | 0 | 2 | 1 | 18 | 0 | 2 | 1 | 6 | 0 | 0 | 4 | 16 | 6 | 4 | 6 | 6 | 5 | 5 | 9 | 14 | 1046 | | | | | | | | | | |
| 0 | 0 | 10 | 7 | 20 | 0 | 5 | 0 | 0 | 3 | 4 | 3 | 15 | 0 | 6 | 2 | 9 | 5 | 0 | 0 | 3 | 1047 | | | | | | | | | | |
| 1 | 1 | 13 | 8 | 33 | 4 | 6 | 6 | 11 | 0 | 0 | 19 | 27 | 4 | 7 | 3 | 9 | 3 | 5 | 2 | 2 | 1048 | | | | | | | | | | |
| 0 | 0 | 7 | 14 | 6 | 10 | 0 | 0 | 13 | 2 | 5 | 9 | 13 | 3 | 11 | 8 | 8 | 4 | 7 | 4 | 20 | 1049 | | | | | | | | | | |
| 0 | 0 | 59 | 85 | 146 | 28 | 0 | 34 | 73 | 6 | 41 | 56 | 81 | 59 | 48 | 31 | 8 | 13 | 8 | 55 | 69 | 1050 | | | | | | | | | | |
| 10 | 1 | 37 | 63 | 82 | 13 | 12 | 21 | 55 | 0 | 0 | 42 | 40 | 23 | 38 | 31 | 55 | 7 | 33 | 13 | 25 | 1052 | | | | | | | | | | |
| 5 | 5 | 16 | 24 | 28 | 5 | 5 | 11 | 23 | 0 | 0 | 26 | 30 | 18 | 24 | 9 | 14 | 5 | 15 | 5 | 11 | 1054 | | | | | | | | | | |
| 6 | 4 | 10 | 8 | 14 | 0 | 0 | 2 | 2 | 0 | 0 | 9 | 9 | 7 | 9 | 7 | 8 | 5 | 9 | 5 | 7 | 1055 | | | | | | | | | | |
| 5 | 3 | 64 | 42 | 110 | 12 | 8 | 12 | 27 | 15 | 22 | 22 | 52 | 32 | 47 | 10 | 50 | 8 | 24 | 72 | 121 | 1056 | | | | | | | | | | |
| 2 | 0 | 7 | 3 | 13 | 1 | 1 | 0 | 0 | 0 | 0 | 10 | 15 | 2 | 6 | 7 | 11 | 5 | 7 | 6 | 3 | 1057 | | | | | | | | | | |
| 2 | 0 | 18 | 5 | 42 | 12 | 11 | 6 | 32 | 0 | 0 | 12 | 15 | 8 | 21 | 2 | 12 | 2 | 12 | 10 | 22 | 1059 | | | | | | | | | | |
| 0 | 0 | 5 | 21 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 7 | 9 | 4 | 6 | 4 | 6 | 4 | 8 | 0 | 0 | 1060 | | | | | | | | | | |
| 0 | 0 | 4 | 13 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 7 | 3 | 2 | 9 | 7 | 3 | 2 | 13 | 14 | 1061 | | | | | | | | | | |
| 3 | 1 | 11 | 11 | 10 | 2 | 1 | 8 | 8 | 0 | 0 | 9 | 10 | 8 | 3 | 0 | 0 | 8 | 3 | 9 | 10 | 1062 | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of in-struct-ors, "sec-ond-ary." | | Number of students in second-ary grade. | | Num-ber pre-paring for col-lege classi-cal course. | |
|-------------------------|------------------------|----------------------|--|---|---------|---|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| MASSACHUSETTS—continud. | | | | | | | | | |
| 1098 | Millford | High School | W. C. Whiting | 1 | 3 | 65 | 58 | 2 | 12 |
| 1099 | Millbury | do | S. J. Blanpied | 1 | 1 | 32 | 40 | 20 | 10 |
| 1100 | Milton | do | Hiram Tuell | 1 | 2 | 30 | 29 | 4 | 2 |
| 1101 | Montague | Center High School | Mae A. Tripp | 0 | 2 | 8 | 15 | 2 | 2 |
| 1102 | Nahant | High School | C. La V. Judkins | 1 | 1 | 15 | 15 | 2 | 1 |
| 1103 | Nantucket | do | W. J. Long | 1 | 1 | 23 | 34 | — | — |
| 1104 | Needham | Kimball High School | F. L. Smith | 2 | 1 | 24 | 43 | 3 | 2 |
| 1105 | New Bedford | High School | R. G. Huling A. M | 5 | 10 | 153 | 242 | 28 | 18 |
| 1106 | Newburyport | do | E. C. Adams | 2 | 5 | 98 | 129 | 12 | 11 |
| 1107 | Newtonsville | do | E. J. Goodwin | 6 | 10 | 232 | 280 | 78 | 102 |
| 1108 | Norfolk | do | A. E. Hitchcock | 0 | 1 | 4 | 8 | 0 | 0 |
| 1109 | North Adams | Drury High School | J. F. Eaton | 2 | 3 | 53 | 68 | 17 | 15 |
| 1110 | Northampton | Center High School | C. B. Roote | 2 | 3 | 35 | 79 | 18 | 46 |
| 1111 | North Andover | Johnson High School | Boyd Bartlett | 1 | 1 | 15 | 15 | 0 | 3 |
| 1112 | North Attleboro | High School | H. B. Nevens | 1 | 3 | 30 | 58 | 1 | 11 |
| 1113 | Northboro | do | Albert Gray, jr., and H. E. Woodbury. | 1 | 0 | 12 | 18 | 0 | 0 |
| 1114 | North Brookfield | do | W. A. Hoyt | 1 | 1 | 20 | 20 | 10 | 6 |
| 1115 | North Easton | do | M. E. Lamprey | 1 | 2 | 39 | 46 | 6 | 1 |
| 1116 | North Reading | do | F. E. Sanborn | 1 | 0 | 17 | 18 | — | — |
| 1117 | Norwell | do | A. O. Burke | 1 | 0 | 9 | 19 | 0 | 0 |
| 1118 | Norwood | do | W. G. Goldsmith | 1 | 1 | 18 | 26 | 1 | 1 |
| 1119 | Orange | do | I. A. Jenkins | 1 | 1 | 24 | 46 | — | — |
| 1120 | Oxford | do | G. A. Willey | 1 | 0 | 10 | 22 | — | — |
| 1121 | Palmer | do | H. B. Knox | 1 | 2 | 33 | 46 | 9 | 13 |
| 1122 | Peabody | do | C. A. Holbrook | 1 | 4 | 52 | 66 | — | — |
| 1123 | Petersham | do | A. S. Dawes | 1 | 0 | 21 | 18 | — | — |
| 1124 | Pittsfield | do | J. B. Welch | 3 | 3 | 75 | 125 | 23 | 11 |
| 1125 | Plainville | do | W. A. Woodward | 1 | 0 | 15 | 15 | 0 | 0 |
| 1126 | Plymouth | do | Carrie E. Small | 0 | 5 | 66 | 97 | 1 | 3 |
| 1127 | Provincetown | do | S. H. Baker | 1 | 2 | 33 | 35 | 0 | 0 |
| 1128 | Reading | do | W. H. Butler | 1 | 3 | 33 | 45 | 2 | 5 |
| 1129 | Quincy | do | H. W. Lull | 1 | 2 | 27 | 80 | 0 | 0 |
| 1130 | Rockport | do | W. C. Houghton | 1 | 1 | 22 | 37 | 3 | 5 |
| 1131 | Salem | do | A. L. Goodrich | 1 | 7 | 159 | 157 | 30 | 12 |
| 1132 | Sandwich | do | L. H. W. French | 1 | 1 | 25 | 24 | 6 | 1 |
| 1133 | Saugus | do | W. F. Gillet | 1 | 1 | 19 | 32 | — | — |
| 1134 | Scituate | do | H. A. Macgowan | 1 | 1 | 16 | 15 | — | — |
| 1135 | Sheffield | do | C. Y. Harvey | 1 | 0 | 11 | 17 | 1 | 0 |
| 1136 | Shrewsbury | do | W. E. Morse | 1 | 1 | 15 | 24 | 0 | 0 |
| 1137 | Somerset | do | E. H. Rice | 1 | 0 | 11 | 11 | 0 | 0 |
| 1138 | Somerville | do | G. L. Baxter | 3 | 7 | 190 | 290 | 73 | 78 |
| 1139 | Southboro | do | B. W. Tinker | 1 | 1 | 22 | 24 | 1 | 0 |
| 1140 | Southbridge | do | F. C. Corvin | 1 | 2 | 80 | 54 | 4 | 3 |
| 1141 | South Dennis | do | B. M. Sheridan, B. A. | 1 | 0 | 9 | 10 | — | — |
| 1142 | South Hadley | do | E. O. Hopkins | 1 | 1 | 14 | 13 | 1 | 1 |
| 1143 | South Weymouth | do | E. R. Downs | 1 | 2 | 31 | 62 | 2 | 6 |
| 1144 | Spencer | do | E. S. Terrell, jr | 1 | 2 | 39 | 42 | — | — |
| 1145 | Springfield | do | Chas. Jacobus | 4 | 9 | 187 | 206 | 15 | 14 |
| 1146 | Stockbridge | do | F. E. Parlin | 1 | 1 | 16 | 14 | 0 | 0 |
| 1147 | Stoneham | do | J. W. MacDonald | 2 | 2 | 25 | 42 | 9 | 11 |
| 1148 | Stoughton | do | W. E. Burdick | 1 | 1 | 16 | 38 | 0 | 0 |
| 1149 | Stow | Hale High School | G. W. Snow | 1 | 0 | 23 | 24 | 1 | 1 |
| 1150 | Sutton | High School | Lella S. Taylor | 0 | 1 | 8 | 9 | — | — |
| 1151 | Swampscott | do | G. P. Balch | 1 | 1 | 11 | 32 | 0 | 2 |
| 1152 | Taunton | do | J. P. Swinerton | 3 | 4 | 113 | 139 | 19 | 6 |
| 1153 | Templeton | do | H. F. Lane | 1 | 1 | 24 | 26 | 0 | 0 |
| 1154 | Tewksbury | do | M. H. Jackson | 1 | 1 | 7 | 15 | 1 | 0 |
| 1155 | Townsend Center | do | A. P. Averill | 1 | 0 | 6 | 24 | 1 | 0 |
| 1156 | Upton | do | I. A. Stone | 1 | 1 | 29 | 32 | 0 | 3 |
| 1157 | Uxbridge | do | C. H. Bates | 1 | 1 | 15 | 30 | 0 | 0 |
| 1158 | Wakefield | do | C. T. C. Whitcomb | 1 | 4 | 39 | 68 | 9 | 9 |
| 1159 | Walpole | do | E. H. Brackett | 1 | 1 | 22 | 35 | 0 | 0 |

public high schools—Continued.

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----------------------------------|-----|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|-------|---------|----|----|----|----|----|----|----|--|
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | | |
| | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | |
| 12 | 5 | 26 | 30 | 15 | 2 | 12 | 19 | 25 | — | — | 15 | 20 | 5 | 17 | 4 | 12 | 16 | — | 4 | 8 | 1098 | | | | | | | | | | |
| — | — | 18 | 15 | 18 | 0 | 0 | 10 | 11 | 0 | 0 | 20 | 20 | 4 | 12 | 10 | 7 | 0 | — | 18 | 22 | 1099 | | | | | | | | | | |
| — | — | 4 | 3 | 6 | 0 | 1 | 4 | 1 | 1 | 3 | 5 | 4 | 6 | 2 | 2 | 3 | 2 | — | 10 | 13 | 1100 | | | | | | | | | | |
| 1 | 0 | 4 | 3 | 9 | 2 | 0 | 2 | 4 | 0 | 0 | 5 | 4 | 5 | 1 | 2 | 3 | 0 | — | 6 | 6 | 1101 | | | | | | | | | | |
| 3 | 0 | 12 | 20 | 30 | — | — | 10 | 15 | 0 | 6 | 15 | 14 | 8 | 6 | 12 | 8 | 10 | — | 12 | 13 | 1102 | | | | | | | | | | |
| 1 | 0 | 20 | 38 | — | — | — | 4 | 7 | 5 | 14 | 9 | 15 | 7 | 12 | 12 | 8 | 14 | — | 5 | 14 | 1103 | | | | | | | | | | |
| 25 | 0 | 51 | 40 | 68 | 16 | 6 | 23 | 44 | 5 | 20 | 17 | 83 | 50 | 73 | 33 | 18 | 14 | — | 74 | 80 | 1104 | | | | | | | | | | |
| 32 | 0 | 64 | 123 | 162 | 32 | 15 | 85 | 133 | 5 | 17 | 92 | 37 | 30 | 38 | 31 | 25 | 27 | — | 41 | 40 | 1105 | | | | | | | | | | |
| 0 | 0 | 1 | 33 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 3 | 125 | 107 | 65 | — | 232 | 280 | 1106 | | | | | | | | | | |
| 4 | 0 | 9 | 42 | 48 | 17 | 15 | 9 | 9 | 2 | 2 | 30 | 47 | 14 | 16 | 17 | 31 | 2 | — | 17 | 31 | 1107 | | | | | | | | | | |
| 2 | 0 | 16 | 26 | 54 | 1 | 6 | 6 | 2 | 0 | 0 | 6 | 2 | 6 | 4 | 4 | 6 | 3 | — | 7 | 2 | 1108 | | | | | | | | | | |
| 2 | 5 | 9 | 36 | 12 | 1 | 10 | 3 | 9 | 0 | 0 | 17 | 7 | 19 | 7 | 6 | 16 | 4 | — | 4 | 8 | 1109 | | | | | | | | | | |
| 0 | 0 | 12 | 25 | 49 | 8 | 0 | 5 | 9 | 0 | 0 | 5 | 4 | 2 | 7 | 4 | 8 | 4 | — | 7 | 11 | 1110 | | | | | | | | | | |
| 4 | 4 | 11 | 19 | 19 | 9 | 3 | 6 | 8 | 0 | 0 | 3 | 9 | 4 | 4 | 5 | 5 | 0 | — | 4 | 2 | 1111 | | | | | | | | | | |
| 1 | 0 | 14 | 9 | 27 | 6 | 1 | 1 | 6 | 0 | 0 | 11 | 20 | 17 | 16 | 6 | 3 | 6 | — | 5 | 5 | 1112 | | | | | | | | | | |
| 2 | 1 | 2 | 5 | 5 | 0 | 2 | 4 | 0 | 0 | 0 | 6 | 10 | 1 | 6 | 6 | 4 | 4 | — | 6 | 4 | 1113 | | | | | | | | | | |
| 1 | 0 | 13 | 2 | 3 | 0 | 0 | 2 | 4 | 0 | 0 | 10 | 5 | 10 | 2 | 1 | 2 | 2 | — | 6 | 4 | 1114 | | | | | | | | | | |
| — | — | 5 | 14 | 20 | 1 | 7 | 5 | 11 | 0 | 0 | 4 | 4 | 7 | 4 | 10 | 3 | 4 | — | 5 | 7 | 1115 | | | | | | | | | | |
| — | — | 11 | 41 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 12 | 8 | 8 | 8 | 8 | 2 | — | 2 | 3 | 1116 | | | | | | | | | | |
| — | — | 6 | 9 | 12 | 0 | 0 | 1 | 8 | 0 | 0 | 2 | 4 | 1 | 10 | 1 | 10 | 1 | — | 4 | 8 | 1117 | | | | | | | | | | |
| — | — | 14 | 30 | 46 | 9 | 13 | 6 | 13 | 0 | 0 | 16 | 27 | 10 | 11 | 5 | 7 | 12 | — | 9 | 5 | 1118 | | | | | | | | | | |
| — | — | 24 | 80 | 20 | 4 | 6 | 10 | 15 | 0 | 0 | 24 | 34 | 20 | 18 | — | — | 12 | — | 22 | 10 | 1119 | | | | | | | | | | |
| 10 | 0 | 23 | 40 | 85 | 22 | 12 | 15 | 17 | 20 | 24 | 125 | 75 | 20 | 30 | 4 | 6 | 6 | — | 10 | 10 | 1120 | | | | | | | | | | |
| 15 | 15 | 6 | 3 | 3 | — | — | — | — | — | — | 10 | 8 | 8 | 4 | 4 | 10 | 8 | — | 3 | 2 | 1121 | | | | | | | | | | |
| 11 | 5 | 24 | 20 | 20 | 0 | 0 | 16 | 24 | 21 | 51 | 20 | 36 | 43 | 77 | 32 | 54 | 41 | — | 57 | 20 | 1122 | | | | | | | | | | |
| 0 | 0 | 12 | 6 | 27 | 0 | 0 | 1 | 16 | 0 | 0 | 11 | 9 | 4 | 6 | 4 | 0 | 3 | — | 3 | 23 | 9 | 1123 | | | | | | | | | |
| 1 | 0 | 0 | 22 | 40 | 2 | 5 | 8 | 5 | 0 | 0 | 17 | 30 | 5 | 9 | 6 | 10 | 3 | — | 6 | 5 | 1124 | | | | | | | | | | |
| 0 | 0 | 24 | 12 | 50 | 0 | 0 | 4 | 10 | 0 | 0 | 19 | 42 | 6 | 25 | 6 | 25 | 0 | — | 7 | 6 | 1125 | | | | | | | | | | |
| 0 | 0 | 6 | 10 | 13 | 2 | 1 | 0 | 0 | 2 | 14 | 6 | 6 | 0 | 0 | 8 | 9 | 6 | — | 0 | 12 | 1126 | | | | | | | | | | |
| 12 | 0 | 58 | 72 | 85 | 30 | 12 | 33 | 39 | 3 | 7 | 71 | 73 | 43 | 44 | 13 | 19 | 8 | — | 85 | 74 | 1127 | | | | | | | | | | |
| — | — | 9 | 8 | 18 | 3 | 0 | 0 | 0 | 0 | 0 | 14 | 15 | 14 | 15 | 6 | 8 | 3 | — | 4 | 8 | 1128 | | | | | | | | | | |
| — | — | 11 | 8 | 13 | 0 | 0 | 2 | 9 | 0 | 0 | 14 | 17 | 2 | 5 | 2 | 6 | 3 | — | 5 | 6 | 1129 | | | | | | | | | | |
| 3 | 2 | 6 | 1 | 0 | 0 | 2 | 3 | 2 | 7 | 5 | 3 | 9 | 0 | 3 | 3 | 3 | 2 | — | 2 | 9 | 1130 | | | | | | | | | | |
| 0 | 0 | 0 | 2 | 7 | 2 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 0 | 1 | 3 | 3 | 2 | — | 3 | 4 | 1131 | | | | | | | | | | |
| 1 | 4 | 11 | 1 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 1 | 2 | 3 | 3 | 3 | — | 2 | 4 | 1132 | | | | | | | | | | |
| 0 | 0 | 0 | 1 | 3 | 9 | 0 | 0 | 0 | 0 | 0 | 6 | 3 | 3 | 3 | 3 | 3 | 3 | — | 2 | 4 | 1133 | | | | | | | | | | |
| 14 | 0 | 68 | 145 | 218 | 48 | 43 | 75 | 120 | 10 | 30 | 94 | 122 | 48 | 74 | 36 | 73 | 14 | — | 43 | 69 | 1134 | | | | | | | | | | |
| 4 | 0 | 8 | 3 | 3 | 5 | 1 | 0 | 4 | 7 | 13 | 0 | 7 | 19 | 41 | 3 | 4 | 2 | — | 5 | 3 | 1135 | | | | | | | | | | |
| 0 | 0 | 14 | 2 | 35 | 4 | 4 | 7 | 13 | 0 | 0 | 19 | 41 | 3 | 4 | 2 | 2 | 5 | — | 13 | 21 | 1136 | | | | | | | | | | |
| 0 | 0 | 6 | 7 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 11 | 5 | 1 | 2 | 0 | 0 | 0 | — | 8 | 5 | 1137 | | | | | | | | | | |
| 0 | 0 | 17 | 6 | 24 | 0 | 2 | 6 | 23 | 0 | 0 | 10 | 15 | 6 | 12 | 2 | 15 | 2 | — | 0 | 1 | 1138 | | | | | | | | | | |
| 7 | 0 | 53 | 88 | 119 | 15 | 14 | 10 | 46 | 17 | 12 | 95 | 79 | 76 | 77 | 37 | 55 | 13 | — | 21 | 37 | 1139 | | | | | | | | | | |
| 3 | 0 | 6 | 4 | 9 | 0 | 0 | 7 | 4 | 0 | 0 | 8 | 6 | 7 | 8 | 10 | 4 | 4 | — | 7 | 4 | 1140 | | | | | | | | | | |
| 1 | 1 | 12 | 17 | 35 | 2 | 6 | 13 | 28 | 0 | 0 | 6 | 13 | 8 | 13 | 12 | 13 | 3 | — | 3 | 3 | 1141 | | | | | | | | | | |
| 2 | 0 | 12 | 13 | 30 | 1 | 3 | 1 | 5 | 0 | 0 | 12 | 20 | 1 | 8 | 1 | 8 | 1 | — | 8 | 2 | 1142 | | | | | | | | | | |
| 0 | 0 | 2 | 3 | 8 | 0 | 1 | 1 | 5 | 0 | 0 | 10 | 16 | 2 | 2 | 8 | 4 | 0 | — | 0 | 3 | 1143 | | | | | | | | | | |
| 0 | 0 | 2 | 4 | — | — | — | 1 | 2 | — | — | 3 | 1 | — | 3 | — | — | 2 | — | — | — | 1150 | | | | | | | | | | |
| 0 | 0 | 0 | 13 | — | — | — | 2 | 3 | — | — | 12 | 1 | — | 3 | — | — | — | — | — | — | 1151 | | | | | | | | | | |
| 4 | 0 | 49 | 60 | 78 | 12 | 3 | 55 | 81 | 9 | 40 | 39 | 47 | 24 | 10 | 28 | 6 | 17 | — | 13 | 8 | 1152 | | | | | | | | | | |
| 0 | 0 | 7 | 7 | 10 | 0 | 0 | 0 | 5 | 0 | 0 | 12 | 13 | 5 | 5 | 12 | 13 | 7 | — | 7 | 0 | 1153 | | | | | | | | | | |
| 0 | 0 | 5 | 2 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 7 | 7 | 7 | 11 | 7 | 11 | — | 11 | 6 | 1154 | | | | | | | | | | |
| 0 | 0 | 11 | 4 | 24 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 17 | 5 | 11 | 1 | 0 | 0 | — | 0 | 0 | 1155 | | | | | | | | | | |
| 0 | 0 | 10 | 7 | 11 | 0 | 1 | 6 | 11 | 0 | 0 | 11 | 17 | 9 | 8 | 9 | 8 | 9 | — | 8 | 9 | 1156 | | | | | | | | | | |
| 0 | 0 | 4 | 16 | 29 | 0 | 0 | 2 | 6 | 0 | 0 | 9 | 18 | 5 | 3 | 6 | 10 | 4 | — | 4 | 1 | 1157 | | | | | | | | | | |
| 4 | 0 | 18 | 10 | 34 | 7 | 9 | 13 | 17 | — | — | 20 | 34 | 20 | 20 | 10 | 14 | 6 | — | 12 | 19 | 1158 | | | | | | | | | | |
| 0 | 0 | 5 | 7 | 18 | 0 | 0 | 6 | 11 | 0 | 0 | 6 | 11 | 2 | 8 | 13 | 8 | 13 | — | 8 | 12 | 1159 | | | | | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|--------------------------|------------------------|----------------------------|-------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| MASSACHUSETTS—continued. | | | | | | | | | |
| 1160 | Waltham | High School | E. D. Russell | 2 | 5 | 82 | 117 | 21 | 24 |
| 1161 | Ware | do | W. J. Rushmore | 1 | 2 | 33 | 44 | 11 | 10 |
| 1162 | Wareham | do | I. O. Palmer | 1 | 1 | 25 | 25 | 1 | 1 |
| 1163 | Warren | do | R. F. Colwell | 1 | 3 | 20 | 33 | 1 | 1 |
| 1164 | Watertown | Phillips High School | G. R. Dwellley | 4 | 2 | 35 | 60 | 7 | 1 |
| 1165 | Wayland | Center High School | C. S. Hartwell | 1 | 0 | 8 | 10 | 0 | 0 |
| 1166 | Webster | High School | C. A. Strout | 1 | 1 | 24 | 36 | 0 | 0 |
| 1167 | Wellesley Hills | do | S. L. Brown | 2 | 3 | 26 | 46 | 4 | 11 |
| 1168 | Wellfleet | do | J. A. Russell | 1 | 1 | 27 | 27 | — | — |
| 1169 | West Acton | do | A. W. Armstrong | 1 | 0 | 20 | 22 | 0 | 0 |
| 1170 | West Boylston | do | J. C. Worcester | 1 | 1 | 13 | 16 | 3 | 4 |
| 1171 | Westfield | do | H. W. Kittredge | 4 | 3 | 70 | 90 | 3 | 8 |
| 1172 | West Newbury | do | M. H. Goodwin | 1 | 0 | 11 | 17 | 0 | 0 |
| 1173 | Weston | do | B. J. Hinds | 1 | 1 | 15 | 16 | 1 | 0 |
| 1174 | West Springfield | do | H. H. Williams | 1 | 2 | 49 | 27 | 2 | 5 |
| 1175 | Weymouth | do | L. H. Owen | 1 | 3 | 42 | 72 | 6 | 11 |
| 1176 | Whitinsville | do | S. A. Melecher | 1 | 1 | 16 | 14 | 2 | 1 |
| 1177 | Whitman | do | H. E. Henderson | 1 | 4 | 43 | 60 | 3 | 5 |
| 1178 | Williamstown | High School (dept.) | E. H. Botsford | 1 | 1 | 15 | 27 | 4 | 1 |
| 1179 | Wilmington | High School | W. I. Meeks | 1 | 0 | 6 | 10 | — | — |
| 1180 | Winchendon | Murdock High School | F. M. Collesher | 2 | 2 | 45 | 38 | 7 | 2 |
| 1181 | Winchester | High School | E. N. Lovering | 1 | 2 | 32 | 49 | 8 | 9 |
| 1182 | Winthrop | do | E. R. Harding | 1 | 0 | 13 | 19 | 0 | 0 |
| 1183 | Woburn | do | S. W. Mendum | 1 | 5 | 75 | 65 | 5 | 13 |
| 1184 | Worcester | do | J. G. Wight | 9 | 17 | 333 | 385 | — | — |
| 1185 | Wrentham | do | E. J. Whittaker | 1 | 0 | 14 | 18 | 1 | 1 |
| 1186 | Yarmouthport | do | E. F. Pierce | 1 | 1 | 12 | 13 | 0 | 0 |
| MICHIGAN. | | | | | | | | | |
| 1187 | Adrian | High School | A. E. Curtis | 2 | 4 | 65 | 98 | 0 | 0 |
| 1188 | Albion | do | W. C. Hull | 1 | 5 | 65 | 95 | — | — |
| 1189 | Allegan | High School (dept.) | Josephine Bennam | 2 | 2 | 45 | 60 | 0 | 0 |
| 1190 | Ann Arbor | High School | J. G. Patingill | 9 | 7 | 344 | 354 | 50 | 25 |
| 1191 | Bad Axe | do | L. W. Bacon | 1 | 0 | 17 | 23 | — | — |
| 1192 | Bancroft | High School (dept.) | G. R. Brandt | 1 | 1 | 20 | 22 | 0 | 0 |
| 1193 | Battle Creek | High School | F. B. Spaulding | 4 | 2 | 74 | 103 | 3 | 9 |
| 1194 | Bay City | do | F. D. Sherman | 3 | 7 | 133 | 167 | 5 | 7 |
| 1195 | Belleville | High School (dept.) | E. R. Nethercott | 1 | 1 | 40 | 35 | 0 | 0 |
| 1196 | Bellevue | do | L. W. Leisenring | 1 | 1 | 37 | 17 | — | — |
| 1197 | Benton Harbor | High School | Mrs. A. D. DeWitt | 1 | 3 | 29 | 61 | 0 | 5 |
| 1198 | Berrien Springs | High School (dept.) | J. D. Carmody | 1 | 1 | 28 | 28 | — | — |
| 1199 | Big Rapids | do | Carrie L. Paine | 0 | 3 | 22 | 54 | 0 | 0 |
| 1200 | Birmingham | High School | W. G. Cook | 1 | 2 | 44 | 50 | 4 | 6 |
| 1201 | Blissfield | High School (dept.) | D. F. Wilson | 1 | 1 | 16 | 24 | 0 | 0 |
| 1202 | Brighton | do | A. V. Sunderlin | 1 | 1 | 38 | 42 | — | — |
| 1203 | Brooklyn | do | J. B. Stephenson | 2 | 1 | 6 | 20 | — | — |
| 1204 | Cadillac | do | E. P. Church | 1 | 1 | 20 | 25 | 0 | 1 |
| 1205 | Calumet | do | E. T. Curtis | 3 | 0 | 19 | 60 | 0 | 0 |
| 1206 | Caro | do | Emily Fuller | 0 | 3 | 35 | 40 | 1 | 0 |
| 1207 | Carson City | do | A. D. DeWitt | 1 | 2 | 35 | 40 | — | — |
| 1208 | Cassville | High School | Daniel Dickson | 1 | 1 | 12 | 17 | 2 | 3 |
| 1209 | Cassopolis | do | G. M. Fisk | 1 | 2 | 65 | 60 | — | — |
| 1210 | Cedar Springs | do | E. J. Quackenbush | 1 | 1 | 20 | 25 | 2 | 1 |
| 1211 | Champion | High School (dept.) | C. R. Fox | 3 | 0 | 16 | 14 | — | — |
| 1212 | Charlotte | High School | F. B. Spaulding | 1 | 3 | 47 | 90 | 1 | 3 |
| 1213 | Chelsea | High School (dept.) | A. A. Hall | 1 | 2 | 31 | 42 | 3 | 0 |
| 1214 | Clarkston | High School | A. L. Craft | 1 | 0 | 26 | 24 | 0 | 0 |
| 1215 | Coldwater | do | E. P. Bradley | 1 | 4 | 62 | 94 | 0 | 3 |
| 1216 | Concord | do | F. W. Wells | 1 | 1 | 20 | 23 | 6 | 4 |
| 1217 | Corrunna | do | J. W. Cuppler | 1 | 1 | 29 | 30 | 0 | 0 |
| 1218 | Covert | do | Gail Finch | 0 | 4 | 32 | 36 | 0 | 0 |
| 1219 | Crystal Falls | do | Amelia Blasdell | 0 | 2 | 15 | 19 | — | — |

public high schools—Continued.

[illegible]

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of in-struct-ors, "sec-ond-ary." | | Number of students in second-ary grade. | | Num-ber pre-paring for col-lege classi-cal course. | |
|-----------------|------------------------|--------------------------------|---------------------------|---|---------|---|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| MICHIGAN—cont'd | | | | | | | | | |
| 1220 | Dansville | High School | C. E. Linabury | 1 | 1 | 8 | 12 | | |
| 1221 | Dexter | High School (dept.) | E. D. Walker | 1 | 1 | 15 | 40 | 0 | 0 |
| 1222 | Douglass | do | Jas. Warnock | 1 | 0 | 60 | 43 | | |
| 1223 | Dundee | do | A. C. Roberts | 1 | 1 | 24 | 30 | | |
| 1224 | Durand | do | S. B. Terry | 1 | 1 | 16 | 24 | 0 | 0 |
| 1225 | East Tawas | High School (dept.) | J. K. Osgerby | 1 | 1 | 20 | 21 | 1 | 4 |
| 1226 | Eaton Rapids | do | T. L. Evans | 1 | 3 | 40 | 60 | | |
| 1227 | Edwardsburg | do | Edmund Schoet- zon. | 1 | 1 | 14 | 23 | | |
| 1228 | Escanaba | do | Kirk Spoor | 1 | 1 | 26 | 32 | | |
| 1229 | Evart | High School | J. H. Thompson | 1 | 1 | 20 | 40 | | |
| 1230 | Fenton | High School (dept.) | E. D. Watkins | 2 | 1 | 26 | 56 | 1 | 3 |
| 1231 | Flat Rock | do | T. D. Cooke | 1 | 0 | 8 | 15 | | |
| 1232 | Flint | High School | G. W. Cooke | 1 | 7 | 180 | 180 | | |
| 1233 | Fowlerville | High School (dept.) | C. E. Foster | 1 | 3 | 34 | 47 | 0 | 0 |
| 1234 | Fremont | do | Francis Stillson | 1 | 0 | 15 | 20 | | |
| 1235 | Galesburg | do | M. E. Conkling | 2 | 0 | 35 | 39 | 0 | 0 |
| 1236 | Gaylord | do | G. E. Hancorne | 1 | 2 | 33 | 46 | | |
| 1237 | Grand Haven | High School | Lora A. Smith | 1 | 4 | 33 | 32 | | |
| 1238 | Grand Ledge | High School (dept.) | J. L. Wagoner | 1 | 1 | 22 | 34 | | |
| 1239 | Grass Lake | High School | W. H. Maybee | 1 | 2 | 56 | 35 | 5 | 3 |
| 1240 | Hadley | do | Rolfe Patrick | 1 | 0 | 11 | 21 | 0 | 0 |
| 1241 | Hancock | High School (dept.) | H. J. Brock | 2 | 1 | 14 | 40 | | |
| 1242 | Hanover | High School | J. Q. Roodie | 1 | 0 | 15 | 16 | | |
| 1243 | Hart | High School (dept.) | F. E. Young | 1 | 1 | 16 | 33 | 0 | 0 |
| 1244 | Hartford | High School | W. V. Sage | 1 | 1 | 9 | 17 | | |
| 1245 | Hastings | do | W. D. Sterling | 2 | 1 | 59 | 79 | | |
| 1246 | Hillsdale | High School (dept.) | S. J. Gier | 3 | 1 | 50 | 72 | | |
| 1247 | Holland | High School | J. W. Keitch | 2 | 1 | 19 | 34 | | |
| 1248 | Holly | High School (dept.) | S. O. Wood | 1 | 1 | 34 | 35 | 2 | 1 |
| 1249 | Homer | do | W. F. Mercer | 1 | 6 | 15 | 35 | | |
| 1250 | Houghton | do | F. W. Arbury | 2 | 1 | 16 | 32 | | |
| 1251 | Howell | do | W. H. Hawke | 1 | 2 | 52 | 54 | 1 | 0 |
| 1252 | Hudson | High School | Tillie Mutschel | 1 | 3 | 48 | 40 | 3 | 1 |
| 1253 | Imlay City | High School (dept.) | G. H. Broesamle | 1 | 1 | 22 | 45 | 0 | 1 |
| 1254 | Ionia | High School | J. A. Williams | 2 | 4 | 69 | 104 | 7 | 2 |
| 1255 | Iron Mountain | do | Flora Wilber | 1 | 2 | 8 | 19 | | |
| 1256 | Jackson | High School (dist. No. 1). | E. E. Brown | 3 | 4 | 108 | 169 | 3 | 7 |
| 1257 | do. | High School (dist. No. 17). | Zada Wilson | 0 | 3 | 45 | 60 | 3 | 2 |
| 1258 | Jonesville | High School | J. N. Meade | 1 | 2 | 28 | 36 | 4 | 0 |
| 1259 | Kalamazoo | do | S. O. Hartwell | 1 | 7 | 61 | 153 | 2 | 7 |
| 1260 | Lake Linden | do | C. G. White | 1 | 2 | 21 | 50 | 0 | 0 |
| 1261 | Lakeview | High School (dept.) | W. H. Davis | 1 | 0 | 8 | 16 | | |
| 1262 | L'Anse | do | C. E. Tuck | 1 | 0 | 14 | 23 | | |
| 1263 | Lansing | High School | O. H. Carson | 3 | 5 | 79 | 180 | | |
| 1264 | Lawton | do | W. D. Hill | 1 | 1 | 30 | 21 | | |
| 1265 | LeRoy | High School (dept.) | Lewis Camburn | 1 | 3 | 26 | 32 | | |
| 1266 | Leslie | do | C. E. Bird | 1 | 1 | 25 | 35 | | |
| 1267 | Lexington | do | C. H. Naylor | 1 | 1 | 15 | 20 | 0 | 1 |
| 1268 | Litchfield | do | W. H. French | 1 | 1 | 15 | 15 | | |
| 1269 | Lowell | do | C. S. Larzelere | 1 | 1 | 39 | 55 | 0 | 0 |
| 1270 | Ludington | do | E. C. Peirce | 1 | 1 | 27 | 61 | | |
| 1271 | Manchester | do | G. W. Loomis | 1 | 2 | 31 | 31 | 2 | 0 |
| 1272 | Manistee | High School | L. B. Lee | 2 | 3 | 45 | 73 | 10 | 30 |
| 1273 | Manton | High School (dept.) | W. A. Heson | 1 | 0 | 20 | 3 | | |
| 1274 | Marine City | do | F. A. Leslie | 1 | 2 | 23 | 19 | 1 | 3 |
| 1275 | Marquette | High School | M. J. Sherwood | 1 | 4 | 23 | 52 | 0 | 0 |
| 1276 | Mason | do | Nellie Knappen | 1 | 3 | 35 | 40 | | |
| 1277 | Mayville | do | E. D. Diamond | 1 | 0 | 30 | 36 | 0 | 0 |
| 1278 | Memphis | do | Frank Sooy | 1 | 0 | 7 | 8 | | |
| 1279 | Menominee | do | Minnie F. String- ham. | 1 | 1 | 23 | 46 | | |

[illegible]

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|-----------------|------------------------|----------------------|-----------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| MICHIGAN—cont'd | | | | | | | | | |
| 1280 | Midland | High School | F. E. Stroup | 1 | 1 | 28 | 42 | — | — |
| 1281 | Milan | High School (dept.) | G. A. Dennison | 1 | 2 | 30 | 45 | 0 | 0 |
| 1282 | Milford | do | A. P. Cook | 1 | 1 | 29 | 48 | 0 | 0 |
| 1283 | Montague | do | J. C. Bryant | 1 | 1 | 25 | 22 | 0 | 0 |
| 1284 | Morrice | High School | F. L. Ingraham | 1 | 1 | 25 | 28 | — | — |
| 1285 | Mount Clemens | do | W. S. White | 2 | 1 | 38 | 50 | 0 | 0 |
| 1286 | Muir | do | A. G. Gates | 0 | 3 | 20 | 24 | 5 | 4 |
| 1287 | Muskegon | do | J. H. Sheffield | 3 | 3 | 52 | 132 | 1 | 1 |
| 1288 | Nashville | High School (dept.) | O. M. McLaughlin | 0 | 3 | 35 | 45 | 4 | 4 |
| 1289 | Newaygo | do | Jas. Biscomb | 1 | 1 | 12 | 18 | 0 | 0 |
| 1290 | New Haven | High School | R. W. Hitchcock | 1 | 1 | 12 | 25 | 0 | 0 |
| 1291 | Niles | do | L. H. Stewart | 2 | 2 | 23 | 60 | 0 | 0 |
| 1292 | North Adams | do | J. E. Hammond | 1 | 1 | 35 | 46 | 10 | 2 |
| 1293 | Northport | High School (dept.) | M. A. McKeever, supt. | 1 | 0 | 29 | 40 | 6 | 4 |
| 1294 | Northville | do | J. A. Sinclair | 1 | 1 | 15 | 25 | 0 | 0 |
| 1295 | Norway | High School | S. B. Tobey | 1 | 1 | 13 | 16 | — | — |
| 1296 | Osceola | do | Nina M. Stephens | 0 | 1 | 6 | 11 | 0 | 0 |
| 1297 | Otsego | High School (dept.) | G. C. Nevins | 1 | 1 | 26 | 43 | — | — |
| 1298 | Ovid | do | E. M. Plunkett, supt. | 1 | 1 | 30 | 35 | 0 | 0 |
| 1299 | Oxford | High School | H. S. Elliott | 1 | 3 | 30 | 20 | 0 | 0 |
| 1300 | Palo | High School (dept.) | F. W. Braley | 1 | 1 | 20 | 30 | 0 | 0 |
| 1301 | Parma | High School | G. O. Turk | 1 | 1 | 27 | 28 | — | — |
| 1302 | Pau Pau | High School (dept.) | E. A. Wilson | 1 | 8 | 45 | 50 | 3 | 6 |
| 1303 | Pentwater | do | Ina McBurney | 1 | 1 | 20 | 35 | 3 | 0 |
| 1304 | Perry | do | H. J. McEuen | 1 | 1 | 23 | 27 | — | — |
| 1305 | Petersburg | do | C. H. Carrick | 1 | 2 | 13 | 15 | — | — |
| 1306 | Pinckney | do | W. A. Sprout | 1 | 0 | 9 | 14 | — | — |
| 1307 | Plainwell | do | L. E. Irland | 1 | 3 | 32 | 59 | 0 | 0 |
| 1308 | Pontiac | High School | F. E. Converse | 2 | 3 | 56 | 80 | — | — |
| 1309 | Port Austin | High School (dept.) | T. D. Brown | 1 | 0 | 13 | 9 | 0 | 0 |
| 1310 | Port Huron | High School | J. H. Beazell | 1 | 4 | 39 | 86 | — | — |
| 1311 | Reading | do | G. A. McGee | 1 | 0 | 18 | 33 | — | — |
| 1312 | Reed City | High School (dept.) | A. B. Ferrin | 1 | 1 | 15 | 25 | — | — |
| 1313 | Richmond | do | R. J. Crawford | 1 | 0 | 23 | 28 | 0 | 0 |
| 1314 | Rochester | do | W. P. Rankin | 1 | 3 | 29 | 23 | 2 | 1 |
| 1315 | St. Clair | High School | C. M. Robbins | 1 | 3 | 18 | 31 | — | — |
| 1316 | St. Louis | High School (dept.) | W. A. Werks | 1 | 2 | 15 | 35 | 1 | 1 |
| 1317 | Saline | do | W. N. Lister | 1 | 1 | 19 | 22 | 0 | 0 |
| 1318 | Sand Beach | do | E. E. Ferguson | 1 | 1 | 13 | 37 | 10 | 18 |
| 1319 | Saginaw | High School (east) | E. C. Goddard | 5 | 7 | 112 | 182 | — | — |
| 1320 | Saginaw | High School (west) | F. L. Sage | 1 | 5 | 67 | 118 | 10 | 19 |
| 1321 | South Haven | High School (dept.) | A. D. Prentice | 1 | 1 | 28 | 32 | 0 | 0 |
| 1322 | Spring Lake | do | F. H. Baldwin | 1 | 1 | 25 | 25 | 0 | 0 |
| 1323 | Springport | do | F. M. Harlow | 1 | 0 | 14 | 23 | 0 | 0 |
| 1324 | Stanton | do | Grace V. T. Comstock | 0 | 2 | 14 | 30 | 0 | 0 |
| 1325 | Sturgis | High School | Eugene Gregory | 1 | 2 | 21 | 35 | — | — |
| 1326 | Three Rivers | do | W. C. Hewitt | 1 | 2 | 50 | 61 | 0 | 0 |
| 1327 | Unionville | do | R. Ducaleon | 1 | 0 | 19 | 17 | 2 | 2 |
| 1328 | Vandalia | High School (dept.) | C. E. Cone | 2 | 0 | 14 | 26 | 0 | 0 |
| 1329 | Vassar | do | I. L. Forbes | 1 | 3 | 25 | 40 | 1 | 4 |
| 1330 | Vermontville | High School | F. D. Smith | 1 | 1 | 39 | 44 | — | — |
| 1331 | Vernon | do | Eugene Severance | 1 | 0 | 15 | 26 | — | — |
| 1332 | Vicksburg | do | W. E. Ransom | 1 | 1 | 27 | 35 | 0 | 0 |
| 1333 | Wayne | High School (dept.) | E. F. Gee | 1 | 1 | 23 | 39 | — | — |
| 1334 | West Bay City | High School | Stella Thorpe | 1 | 3 | 29 | 86 | — | — |
| 1335 | Whitehall | do | C. M. McLean | 1 | 1 | 43 | 38 | 0 | 0 |
| 1336 | Williamston | do | G. C. Lawrence | 1 | 1 | 25 | 37 | 0 | 0 |
| 1337 | Wyandotte | do | K. M. Gartner | 1 | 1 | 35 | 25 | — | — |
| 1338 | Yale | do | L. H. Peck | 1 | 2 | 25 | 30 | 2 | 6 |
| 1339 | Ypsilanti | do | J. H. Hopkins | 2 | 2 | 35 | 45 | 2 | 2 |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|------------|------------------------|-----------------------|---------------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| MINNESOTA. | | | | | | | | | |
| 1240 | Albert Lea | High School | W. J. Schmitz | 1 | 3 | 25 | 30 | 0 | 0 |
| 1311 | Alexandria | do | J. E. Manchester | 1 | 3 | 51 | 57 | 0 | 0 |
| 1342 | Anoka | do | M. A. Stone | 2 | 2 | 20 | 60 | 2 | 0 |
| 1343 | Appleton | do | F. G. Holmes | 1 | 1 | 4 | 26 | 0 | 0 |
| 1344 | Austin | do | Florence Neel | 1 | 3 | 49 | 68 | 1 | 1 |
| 1345 | Benson | do | D. W. Hume | 1 | 1 | 16 | 17 | 5 | 0 |
| 1346 | Blue Earth City | do | I. F. Bomberger | 2 | 0 | 25 | 38 | 0 | 0 |
| 1347 | Cannon Falls | do | O. C. Gross | 1 | 0 | 12 | 25 | 1 | 3 |
| 1348 | Chatfield | High School (dept.) | Lela M. Klampe | 0 | 2 | 19 | 30 | 0 | 0 |
| 1349 | Crookston | High School | C. Chamberlain | 2 | 1 | 28 | 37 | | |
| 1350 | Detroit | do | B. F. Buck | | | 16 | 22 | | |
| 1351 | Dodge Center | do | J. C. Marshall | 1 | 1 | 15 | 20 | | |
| 1352 | Duluth | do | E. T. Critchett | 2 | 5 | 74 | 121 | 3 | 3 |
| 1353 | Dundas | do | W. Nicholson | 1 | 2 | 12 | 21 | 3 | 8 |
| 1354 | Elk River | do | T. F. Moran | 1 | 1 | 9 | 16 | | |
| 1355 | Fairmont | do | W. P. Milliken, jr. | 1 | 2 | 21 | 20 | | |
| 1356 | Faribault | do | G. R. Simpson | 2 | 3 | 44 | 48 | 5 | 4 |
| 1357 | Farmington | do | B. H. Lawrence | 1 | 1 | 20 | 24 | 0 | 0 |
| 1358 | Fergus Falls | do | F. A. Weld | 2 | 2 | 15 | 20 | 1 | 0 |
| 1359 | Fulda | High School (dept.) | A. M. Tierney | 0 | 1 | 2 | 4 | 1 | 1 |
| 1360 | Glenwood | do | J. E. Gilman | 1 | 1 | 20 | 19 | 3 | 2 |
| 1361 | Granite Falls | do | J. Van Vaukenburg | 1 | 1 | 10 | 16 | 0 | 0 |
| 1362 | Hastings | High School | J. H. Lewis | 1 | 5 | 29 | 93 | | |
| 1363 | Henderson | do | Lafayette Bliss | 1 | 1 | 30 | 25 | | |
| 1364 | Howard Lake | High School (dept.) | M. Emily Harris | 0 | 2 | 13 | 18 | | |
| 1365 | Hutchinson | High School | H. L. Merrill | 1 | 1 | 7 | 29 | | |
| 1366 | Janesville | High School (dept.) | E. J. Donaldson | 1 | 0 | 8 | 16 | | |
| 1367 | Kasson | do | C. H. Roberts | 1 | 1 | 9 | 22 | | |
| 1368 | Lake City | High School | Milton Rex | 2 | 1 | 44 | 56 | 2 | 0 |
| 1369 | Lake Crystal | High School (dept.) | S. S. Hicher | 1 | 0 | 20 | 15 | | |
| 1370 | Lanesboro | High School | K. W. Buell | 1 | 0 | 7 | 17 | | |
| 1371 | Le Roy | High School (dept.) | C. C. Miller | 1 | 0 | 15 | 39 | 1 | 3 |
| 1372 | Le Sueur | High School | J. M. Richardson | 2 | 1 | 13 | 27 | 10 | 15 |
| 1373 | Litchfield | do | E. V. W. Brokaw | 1 | 1 | 20 | 41 | 2 | 1 |
| 1374 | Luverne | High School (dept.) | G. L. Leslie | 1 | 1 | 10 | 20 | | |
| 1375 | Mankato | High School | Alice W. Ayers | 1 | 3 | 50 | 41 | | |
| 1376 | Mantorville | do | J. E. Allen | 1 | 0 | 8 | 14 | | |
| 1377 | Mapleton | do | W. H. A. Rutherford | 1 | 0 | 12 | 13 | | |
| 1378 | Minneapolis | Adams High School | C. M. Jordan | 3 | 10 | 96 | 117 | | |
| 1379 | do | Central High School | J. S. Crombie | 8 | 25 | 291 | 591 | | |
| 1380 | do | Holmes High School | G. B. Acton | 2 | 6 | 67 | 81 | | |
| 1381 | do | Northside High School | J. N. Greer | 1 | 7 | 65 | 77 | 25 | 50 |
| 1382 | Montecello | High School | A. T. Mann | 1 | 2 | 15 | 30 | 0 | 0 |
| 1383 | Montevideo | High School (dept.) | E. C. Wilkins | 1 | 1 | 26 | 31 | 1 | 0 |
| 1384 | Moorhead | High School | W. F. Webster | 1 | 3 | 11 | 19 | 0 | 0 |
| 1385 | Morris | do | J. N. Childs | 1 | 1 | 19 | 18 | 0 | 0 |
| 1386 | New Ulm | do | Robert Nix | 1 | 0 | 11 | 7 | 0 | 0 |
| 1387 | Northfield | High School (dept.) | W. F. F. Selleck | 1 | 1 | 28 | 52 | 8 | 2 |
| 1388 | Ortonville | High School | L. H. Kennedy | 1 | 15 | 15 | 2 | 0 | 0 |
| 1389 | Owatonna | do | G. F. Kenaston | 2 | 3 | 53 | 47 | 1 | 1 |
| 1390 | Plainville | High School (dept.) | J. A. Vandyke | 1 | 1 | 17 | 20 | | |
| 1391 | Preston | High School | E. E. Lockerby, superintendent. | 1 | 1 | 18 | 22 | 3 | 9 |
| 1392 | Red Wing | do | Z. N. Vaughn | 2 | 2 | 39 | 60 | 3 | 2 |
| 1393 | Redwood Falls | do | F. F. Farrar | 1 | 2 | 20 | 28 | | |
| 1394 | Rochester | do | D. Steward | 1 | 3 | 30 | 28 | 2 | 1 |
| 1395 | St. Charles | do | G. A. Stanton | 1 | 1 | 29 | 40 | | |
| 1396 | St. Cloud | do | Dora Wells | 1 | 2 | 20 | 36 | | |
| 1397 | St. Paul | Central High School | G. N. Carman | 12 | 17 | 202 | 397 | 45 | 15 |
| 1398 | do | Cleveland High School | S. A. Tamsworth | 1 | 1 | 15 | 24 | 3 | 3 |
| 1399 | do | Humboldt High School | J. C. Bryant | 3 | 2 | 33 | 32 | | |

public high schools—Continued.

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----|----------------------------------|---------|-----|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|----------|-------|-----------|-------|----------|-------|------------|-------|------------------|-------|---------|--|--|--|--|--|
| | | Total number of graduates, 1891. | | | | | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | |
| | | Male. | Female. | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | |
| 15 | 0 | 6 | 15 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1340 | | | | | |
| 0 | 0 | 14 | 9 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1341 | | | | | |
| 1 | 0 | 13 | 18 | 52 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1342 | | | | | |
| 1 | 6 | 4 | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1343 | | | | | |
| 26 | 49 | 118 | 13 | 20 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1344 | | | | | |
| 1 | 0 | 0 | 13 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1345 | | | | | |
| 9 | 12 | 8 | 7 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1346 | | | | | |
| 1 | 5 | 0 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1347 | | | | | |
| 4 | 4 | 0 | 19 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1348 | | | | | |
| 25 | 30 | 14 | 5 | 2 | 3 | 3 | 5 | 6 | 30 | 30 | 55 | 34 | 33 | 43 | 14 | 20 | 7 | 8 | 7 | 7 | 8 | 7 | 3 | 2 | 3 | 1349 | | | | | |
| 0 | 0 | 4 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1350 | | | | | |
| 8 | 5 | 3 | 12 | 25 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1351 | | | | | |
| 4 | 5 | 3 | 15 | 18 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1352 | | | | | |
| 0 | 0 | 1 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1353 | | | | | |
| 0 | 3 | 0 | 8 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1354 | | | | | |
| 15 | 10 | 11 | 9 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1355 | | | | | |
| 9 | 12 | 1 | 8 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1356 | | | | | |
| 4 | 16 | 9 | 1 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1357 | | | | | |
| 4 | 3 | 3 | 7 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1358 | | | | | |
| 2 | 1 | 14 | 16 | 23 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1359 | | | | | |
| 4 | 5 | 2 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1360 | | | | | |
| 4 | 4 | 4 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1361 | | | | | |
| 0 | 0 | 6 | 1 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1362 | | | | | |
| 0 | 0 | 11 | 8 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1363 | | | | | |
| 6 | 10 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1364 | | | | | |
| 16 | 30 | 21 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1365 | | | | | |
| 1 | 4 | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1366 | | | | | |
| 52 | 67 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1367 | | | | | |
| 101 | 249 | 248 | 23 | 22 | 71 | 70 | 89 | 89 | 273 | 273 | 122 | 122 | 137 | 137 | 137 | 137 | 137 | 137 | 137 | 137 | 137 | 137 | 137 | 137 | 137 | 137 | | | | | |
| 20 | 0 | 16 | 10 | 31 | 10 | 5 | 12 | 10 | 50 | 52 | 20 | 30 | 18 | 17 | 20 | 30 | 18 | 17 | 20 | 30 | 18 | 17 | 20 | 30 | 18 | 1368 | | | | | |
| 1 | 3 | 0 | 11 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1369 | | | | | |
| 11 | 15 | 10 | 0 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1370 | | | | | |
| 2 | 2 | 4 | 3 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1371 | | | | | |
| 2 | 1 | 0 | 8 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1372 | | | | | |
| 4 | 0 | 1 | 10 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1373 | | | | | |
| 20 | 30 | 7 | 7 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1374 | | | | | |
| 4 | 0 | 0 | 7 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1375 | | | | | |
| 30 | 40 | 10 | 20 | 24 | 0 | 1 | 0 | 0 | 3 | 7 | 20 | 27 | 21 | 11 | 10 | 7 | 4 | 5 | 9 | 4 | 6 | 5 | 9 | 4 | 6 | 1376 | | | | | |
| 15 | 13 | 4 | 6 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1377 | | | | | |
| 8 | 29 | 33 | 4 | 2 | 1 | 5 | 0 | 0 | 21 | 36 | 6 | 8 | 14 | 12 | 5 | 14 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1378 | | | | | |
| 1 | 5 | 10 | 21 | 31 | 1 | 0 | 0 | 0 | 0 | 4 | 2 | 19 | 20 | 10 | 10 | 5 | 7 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1379 | | | | | |
| 4 | 8 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1380 | | | | | |
| 8 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1381 | | | | | |
| 120 | 120 | 84 | 113 | 138 | 24 | 6 | 23 | 110 | 51 | 157 | 117 | 269 | 48 | 43 | 22 | 29 | 6 | 9 | 61 | 124 | 137 | 138 | 139 | 140 | 141 | 1382 | | | | | |
| 6 | 9 | 8 | 17 | 0 | 0 | 0 | 0 | 0 | 7 | 12 | 12 | 7 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1383 | | | | | |
| 15 | 13 | 4 | 6 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1384 | | | | | |
| 8 | 29 | 33 | 4 | 2 | 1 | 5 | 0 | 0 | 21 | 36 | 6 | 8 | 14 | 12 | 5 | 14 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1385 | | | | | |
| 1 | 5 | 10 | 21 | 31 | 1 | 0 | 0 | 0 | 0 | 4 | 2 | 19 | 20 | 10 | 10 | 5 | 7 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1386 | | | | | |
| 4 | 8 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1387 | | | | | |
| 120 | 120 | 84 | 113 | 138 | 24 | 6 | 23 | 110 | 51 | 157 | 117 | 269 | 48 | 43 | 22 | 29 | 6 | 9 | 61 | 124 | 137 | 138 | 139 | 140 | 141 | 1388 | | | | | |
| 6 | 9 | 8 | 17 | 0 | 0 | 0 | 0 | 0 | 7 | 12 | 12 | 7 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1389 | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of in-struct-ors, "sec-ond-ary." | | Number. of students in second-ary grade. | | Num-ber pre-paring for col-lege clas-sical course. | |
|---------------------------|------------------------|------------------------------|----------------------------|---|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| MINNESOTA—Con- tinued. | | | | | | | | | |
| 1400 | St. Paul | Webster High School. | Lucia M. Miller | 2 | 3 | 21 | 34 | 6 | 0 |
| 1401 | St. Peter | High School | Edgar George | 1 | 2 | 18 | 31 | | |
| 1402 | Sauk Center | High School (dept.) | O. I. Woodley | 1 | 2 | 30 | 44 | | |
| 1403 | Sleepy Eye | do | E. E. Lockerby | 2 | 0 | 21 | 23 | 0 | 8 |
| 1404 | Stillwater | High School | J. L. Garland | 2 | 2 | 62 | 103 | | |
| 1405 | Wabasha | do | V. W. Lothrop | | | 14 | 21 | | |
| 1406 | Wadena | High School (dept.) | J. A. Cranston | 1 | 1 | 6 | 20 | | |
| 1407 | Waseca | do | F. V. Hubbard | 1 | 1 | 25 | 30 | 5 | 5 |
| 1408 | Waterville | do | O. F. Morgan | 1 | 0 | 11 | 19 | 0 | 0 |
| 1409 | Wells | High School | V. R. Masson | 1 | 1 | 14 | 19 | | |
| 1410 | Willmar | do | W. A. Hadley | 1 | 1 | 33 | 24 | 5 | 8 |
| 1411 | Windom | do | P. G. Fullerton | 1 | 1 | 12 | 24 | | |
| 1412 | Winnebago City | High School (dept.) | H. C. Hess | 1 | 1 | 19 | 25 | | |
| 1413 | Winona | do | J. F. Giles | 1 | 4 | 50 | 70 | | |
| 1414 | Worthington | High School | W. W. Hobbs | 1 | 2 | 25 | 35 | 7 | 10 |
| 1415 | Zumbrota | do | G. E. St. John | 0 | 1 | 15 | 10 | 0 | 0 |
| MISSISSIPPI. | | | | | | | | | |
| 1416 | Bolton | High School | A. H. Ramsay | 1 | 3 | 25 | 35 | 11 | 15 |
| 1417 | Carrollton | Male Academy | R. B. Smith | 1 | 0 | 20 | 0 | 15 | 0 |
| 1418 | Clarksdale | High School (dept.) | C. N. Lynch | 1 | 2 | 24 | 6 | 5 | 0 |
| 1419 | Crystal Springs | High School | P. M. Tyler | 1 | 1 | 8 | 16 | | |
| 1420 | Ellisville | do | R. G. Hicks | 1 | 1 | 8 | 4 | | |
| 1421 | Enterprise | do | J. F. Boydston | 1 | 2 | 4 | 16 | | |
| 1422 | Gallman | do | I. H. Auding | 1 | 0 | 5 | 11 | | |
| 1423 | Hickory | Hickory Institute | W. I. Tnarnes | 1 | 2 | 20 | 18 | | |
| 1424 | Jackson | High School (dept.) | J. C. Hardy | 1 | 1 | 20 | 30 | | |
| 1425 | Macon | High School | W. F. Moncrieff | 1 | 1 | 3 | 17 | 0 | 2 |
| 1426 | Senatobia | do | Alex Crawford | 1 | 0 | 32 | 0 | 7 | 0 |
| 1427 | Water Valley | do | L. J. Corbly | 1 | 2 | 19 | 47 | 5 | 10 |
| 1428 | Wesson | do | J. H. Beavers | 1 | 0 | 4 | 4 | 1 | 1 |
| 1429 | Winona | High School (dept.) | W. J. Taylor | 1 | 2 | 75 | 90 | 7 | 4 |
| MISSOURI. | | | | | | | | | |
| 1430 | Adrian | High School | W. E. Welch | 1 | 1 | 6 | 21 | 2 | 5 |
| 1431 | Boonville | High School (dept.) | F. W. Ploger | 1 | 0 | 10 | 16 | | |
| 1432 | Breckenridge | High School | F. L. Lonsdale | 1 | 0 | 13 | 26 | | |
| 1433 | Buffalo | do | I. W. Wingo | 1 | 1 | 32 | 30 | | |
| 1434 | Butler | High School (dept.) | J. F. Starr | 1 | 1 | 20 | 38 | 0 | 0 |
| 1435 | California | High School | S. G. Sandon | 1 | 1 | 11 | 27 | 2 | 4 |
| 1436 | Cameron | High School (dept.) | J. D. Wilson | 2 | 1 | 23 | 30 | 0 | 0 |
| 1437 | Canton | High School | A. B. Price | 1 | 2 | 12 | 24 | 3 | 6 |
| 1438 | Carrollton | do | J. G. McVeigh | 1 | 1 | 65 | 30 | 12 | 10 |
| 1439 | Chillicothe | High School (dept.) | W. W. Griffith | 2 | 1 | 22 | 50 | | |
| 1440 | Clinton | High School | C. B. Reynolds | 1 | 3 | 50 | 100 | | |
| 1441 | Craig | High School (dept.) | F. L. Maxwell | 1 | 0 | 15 | 18 | 3 | 4 |
| 1442 | Cuba | High School | B. W. Fink, M. S. D. | 1 | 1 | 10 | 18 | | |
| 1443 | Curryville | do | S. E. Stout | 1 | 1 | 15 | 12 | | |
| 1444 | Golden City | High School (dept.) | A. R. McClelland | 1 | 0 | 16 | 22 | | |
| 1445 | Grant City | do | L. M. Phipps | 1 | 0 | 16 | 21 | | |
| 1446 | Hannibal | High School (Doug- lass). | J. H. Pelham | 1 | 0 | 15 | 20 | 3 | 0 |
| 1447 | Hannibal | High School | F. H. Loomis | 3 | 1 | 32 | 81 | | |
| 1448 | Harrisonville | High School (dept.) | H. F. Triplett | 1 | | 75 | 85 | 20 | 15 |
| 1449 | Higginsville | High School | R. H. Emberson | 1 | 1 | 16 | 24 | 0 | 0 |
| 1450 | Hillsborough | do | George Steel | 1 | 0 | 12 | 12 | | |
| 1451 | Huntsville | High School (dept.) | A. P. Settle | 1 | 1 | 26 | 25 | | |
| 1452 | Independence | High School | W. L. C. Palmer | 1 | 1 | 30 | 60 | 3 | 2 |
| 1453 | Jasper | do | J. W. Spaid | 1 | 1 | 8 | 18 | | |
| 1454 | Jefferson | do | E. H. Kuchitzky | 2 | 1 | 15 | 52 | 0 | 0 |
| 1455 | Kansas City | High School (central) | J. T. Buchanan | 11 | 8 | 303 | 597 | 40 | 50 |

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------|------------------------------|---------|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|------|--|--|--|--|--|--|--|--|--|
| | | 1891. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Total number of graduates, | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | | |
| Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | |
| 1 | 0 | 16 | 17 | --- | --- | --- | --- | 11 | 10 | 8 | 21 | 31 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | | | | | | | |
| 15 | 26 | 6 | 10 | 13 | 21 | 7 | 0 | 0 | 0 | 5 | 17 | 25 | 4 | 11 | 10 | 12 | 5 | 5 | 6 | 6 | 6 | 1400 | | | | | | | | | |
| 12 | 6 | 3 | 8 | 3 | 32 | 0 | 0 | 0 | 0 | 8 | 14 | 15 | 3 | 4 | 7 | 6 | 1 | 2 | 7 | 7 | 7 | 1401 | | | | | | | | | |
| --- | --- | 4 | 6 | 10 | 10 | 0 | 0 | 0 | 0 | 5 | 26 | 39 | 1 | 5 | 5 | 6 | 0 | 0 | --- | --- | --- | 1402 | | | | | | | | | |
| --- | --- | 6 | 5 | 20 | 18 | 0 | 0 | 0 | 0 | 8 | 12 | 16 | 1 | 4 | 1 | 4 | 0 | 0 | --- | --- | --- | 1403 | | | | | | | | | |
| 10 | 12 | 11 | 12 | 12 | 18 | 0 | 0 | 0 | 0 | 0 | 14 | 16 | 5 | 6 | 5 | 6 | 0 | 0 | --- | --- | --- | 1404 | | | | | | | | | |
| 3 | 4 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 15 | 3 | 2 | 1 | 1 | 8 | 4 | 2 | 2 | 2 | 1405 | | | | | | | | | |
| 4 | 5 | 2 | 2 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 4 | 16 | 3 | 3 | 8 | 6 | 8 | 4 | 2 | 1 | 1 | 1406 | | | | | | | | | |
| 6 | 3 | --- | --- | --- | 22 | 0 | 0 | 0 | 0 | 0 | 2 | 8 | 2 | 2 | 4 | 6 | 0 | 0 | 2 | 4 | 4 | 1407 | | | | | | | | | |
| --- | --- | 2 | 2 | 8 | 18 | 0 | 0 | 0 | 0 | 0 | 12 | 24 | 6 | 13 | 2 | 8 | 1 | 4 | 2 | 2 | 8 | 1408 | | | | | | | | | |
| --- | --- | 1 | 2 | 9 | 13 | 0 | 0 | 0 | 0 | 2 | 11 | 18 | 4 | 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1409 | | | | | | | | | |
| 5 | 8 | 11 | 18 | 20 | 30 | 0 | 0 | 0 | 30 | 42 | 36 | 41 | 21 | 21 | 14 | 8 | 12 | 2 | 5 | 6 | 6 | 1410 | | | | | | | | | |
| 0 | 1 | 2 | 23 | 9 | 9 | 0 | 0 | 0 | 0 | 0 | 10 | 15 | 4 | 8 | 2 | 2 | 1 | 2 | 2 | 0 | 0 | 1411 | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 6 | 2 | 2 | 5 | 0 | 2 | 1 | 2 | 2 | 5 | 5 | 1412 | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 1413 | | | | | | | | | |
| 7 | 4 | 10 | 10 | 8 | 2 | 2 | 0 | 0 | 0 | 0 | 9 | 11 | 6 | 7 | 9 | 8 | 6 | 5 | 12 | 9 | 9 | 1414 | | | | | | | | | |
| --- | --- | 10 | 10 | 8 | 2 | 2 | 0 | 0 | 0 | 0 | 12 | 6 | 2 | 0 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 1415 | | | | | | | | | |
| --- | --- | 13 | 8 | 16 | 1 | 0 | 0 | 0 | 0 | 0 | 18 | 30 | 0 | 4 | 8 | 16 | 0 | 0 | 8 | 8 | 8 | 1416 | | | | | | | | | |
| --- | --- | 0 | 2 | 15 | 4 | 2 | 0 | 0 | 0 | 0 | 4 | 11 | 0 | 1 | 2 | 3 | 0 | 0 | --- | --- | --- | 1417 | | | | | | | | | |
| --- | --- | 1 | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 30 | 2 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 1418 | | | | | | | | | |
| 0 | 0 | 5 | 20 | 30 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 12 | 4 | 12 | 4 | 12 | 0 | 5 | 4 | 12 | 4 | 1419 | | | | | | | | | |
| 0 | 0 | 18 | 11 | 47 | 2 | 4 | --- | --- | --- | --- | 22 | 04 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1420 | | | | | | | | | |
| 5 | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | 27 | 71 | 10 | 22 | 6 | 25 | 6 | 13 | 6 | 12 | 12 | 1421 | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 1422 | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 8 | --- | 9 | 11 | 16 | 6 | --- | | | | | | | | | | | | | | |

TABLE 6.—Statistics of

| State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|-----------------------------|-----------------------|--------------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | Male. | Female. | Male. | Female. | Male. | Female. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| MISSOURI—cont'd. | | | | | | | | |
| 1456 Kansas City..... | High School (Lincoln) | G. N. Grisham..... | 2 | 1 | 11 | 61 | 0 | 0 |
| 1457 Kingston..... | High School (dept.) | S. P. Hatton, A. B. | 1 | 0 | 21 | 22 | 2 | 1 |
| 1458 La Clede..... | do | S. B. Bow | 1 | 0 | 20 | 19 | | |
| 1459 Lamonte..... | High School | C. J. Wheeler | 1 | 0 | 15 | 20 | | |
| 1460 Lancaster..... | High School (dept.) | J. W. Bingham | 1 | 3 | 13 | 22 | 11 | 13 |
| 1461 Lathrop..... | High School | A. L. McKenzie | 2 | 1 | 12 | 28 | | |
| 1462 Lebanon..... | High School (dept.) | T. L. Rubey | 1 | 1 | 20 | 50 | | |
| 1463 Lexington..... | High School | H. D. Demand | 1 | 2 | 50 | 61 | | |
| 1464 Louisiana..... | do | R. S. Nichols | 2 | 0 | 24 | 36 | | |
| 1465 Marshall..... | do | S. M. North | 2 | 1 | 21 | 56 | 3 | 32 |
| 1466 Maryville..... | High School (dept.) | E. J. H. Beard | 2 | 2 | 43 | 100 | 20 | 48 |
| 1467 Memphis..... | High School | A. R. Morgan | 1 | 0 | 20 | 39 | | |
| 1468 Mexico..... | do | S. A. McMillan | 2 | 2 | 50 | 70 | | |
| 1469 Miami..... | do | E. E. Barnett | 2 | 0 | 33 | 34 | 6 | 8 |
| 1470 Montrose..... | High School (dept.) | J. B. Norman | 1 | 0 | 6 | 14 | | |
| 1471 Mound City..... | High School | W. S. Dearmont | 1 | 1 | 26 | 45 | | |
| 1472 Neosho..... | High School (dept.) | F. P. Sever | 1 | 0 | 7 | 12 | | |
| 1473 Nevada..... | High School | W. J. Hawkins, superintendent. | 2 | 1 | 44 | 70 | | |
| 1474 Odessa..... | do | J. A. Kemper | | | 25 | 30 | 4 | 2 |
| 1475 Oregon..... | do | U. W. Gallaher | 1 | 1 | 24 | 41 | | |
| 1476 Osceola..... | do | A. W. Duff | 1 | 1 | 14 | 26 | | |
| 1477 Ozark..... | do | W. C. West | 1 | 0 | 15 | 8 | 0 | 0 |
| 1478 Pierce City..... | do | Jno. Beam | 1 | 1 | 32 | 27 | 8 | 7 |
| 1479 Perryville..... | do | Frank Williams | 1 | 0 | 20 | 18 | 3 | 5 |
| 1480 Pleasant Hill..... | do | M. Dimmick, B. S. | 1 | 1 | 17 | 32 | | |
| 1481 Purdy..... | do | G. W. Pendergraft | 1 | 1 | 36 | 32 | | |
| 1482 Rich Hill..... | do | C. M. Osenbaugh | 2 | 0 | 36 | 60 | | |
| 1483 Richmond..... | do | B. G. Shackelford. | 4 | 0 | 18 | 22 | | |
| 1484 St. Charles..... | do | G. W. Jones | 2 | 2 | 125 | 130 | 4 | 3 |
| 1485 St. Joseph..... | do | Frank Strong | | | 90 | 183 | 10 | 6 |
| 1486 St. Louis..... | High School (Central) | F. L. Soldan | 19 | 32 | 377 | 1,144 | 35 | 15 |
| 1487 Salem..... | High School (dept.) | S. S. Burnett | 2 | 0 | 25 | 26 | 2 | 4 |
| 1488 Salisbury..... | do | B. A. Jones | 1 | 1 | 26 | 32 | | |
| 1489 Sascoxe..... | High School | W. C. Sebring | 1 | 1 | 26 | 24 | | |
| 1490 Savannah..... | do | G. W. Newton | 1 | 1 | 20 | 30 | | |
| 1491 Sedalia..... | do | W. A. Rawles | 1 | 3 | 90 | 90 | | |
| 1492 Sikeston..... | High School (dept.) | C. M. Ledbetter | 1 | 0 | 25 | 34 | | |
| 1493 Slater..... | High School | H. G. Hart | 2 | 2 | 21 | 44 | | |
| 1494 Springfield..... | do | W. T. Carrington | 3 | 3 | 99 | 187 | | |
| 1495 Sweet Springs..... | do | G. B. Cook | 1 | 1 | 10 | 23 | | |
| 1496 Tipton..... | do | W. A. Clark | 2 | 0 | 14 | 17 | 2 | 2 |
| 1497 Trenton..... | do | H. E. Du Bois | 1 | 1 | 30 | 60 | | |
| 1498 Troy..... | do | E. D. Manring | 1 | 1 | 12 | 24 | 1 | 3 |
| 1499 Utica..... | High School (dept.) | L. A. Martin | 1 | 0 | 20 | 20 | | |
| 1500 Webb City..... | do | W. J. Stevens | 1 | 1 | 8 | 16 | | |
| 1501 Wheatland..... | High School | C. E. Burton | 1 | 0 | 18 | 20 | 5 | 4 |
| 1502 Windsor..... | do | G. B. Sturgis, supt. | 2 | 0 | 17 | 28 | | |
| MONTANA. | | | | | | | | |
| 1503 Anaconda..... | High School | Emma J. Ware | 1 | 2 | 10 | 25 | | |
| 1504 Bozeman..... | High School (dept.) | W. E. Harmon | 1 | 1 | 10 | 23 | | |
| 1505 Great Falls..... | do | F. B. Resslering | 2 | 0 | 3 | 18 | | |
| 1506 Helena..... | High School | S. A. Merritt | | | 20 | 63 | | |
| 1507 Lewistown..... | High School (dept.) | J. M. Parent | 1 | 2 | 40 | 36 | | |
| 1508 Miles City..... | High School | L. A. Ostien | 1 | 1 | 6 | 10 | 2 | 1 |
| 1509 Missoula..... | High School (dept.) | J. M. Hamilton | 1 | 1 | 10 | 16 | | |
| 1510 White Sulphur Springs. | High School | D. Driscoll | 1 | 1 | 7 | 8 | 7 | 8 |
| NEBRASKA. | | | | | | | | |
| 1511 Ainsworth..... | High School | J. O. Berkley | 2 | 0 | 7 | 9 | | |
| 1512 Albion..... | do | F. E. Jenkins | 1 | 1 | 16 | 17 | | |

public high schools—Continued.

| Number preparing for college scientific course. | | Total number of graduates, 1891. | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|---------------------|------------------------|----------------------|----------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| NEBRASKA—continued. | | | | | | | | | |
| 1513 | Alma | High School | P. P. Bentley | 1 | 1 | 42 | 43 | 6 | 1 |
| 1514 | Arapahoe | High School (dept.) | M. M. Munger | 0 | 2 | 21 | 18 | 2 | 1 |
| 1515 | Atkinson | High School | Ira Lamb | 1 | 0 | 15 | 38 | | |
| 1516 | Aurora | do. | J. M. Hussey | 1 | 1 | 49 | 43 | 49 | 43 |
| 1517 | Beatrice | do. | O. H. Brainerd | 2 | 3 | 42 | 84 | 4 | 7 |
| 1518 | Bloomington | do. | J. H. O'Donoghue | 1 | 1 | 19 | 30 | 1 | 2 |
| 1519 | Broken Bow | High School (dept.) | H. H. Hiatt | 1 | 1 | 15 | 20 | 4 | 2 |
| 1520 | Cambridge | High School | Ira Doling | 1 | 1 | 14 | 15 | | |
| 1521 | Cedar Rapids | do. | G. W. Crozier | 1 | 0 | 8 | 12 | | |
| 1522 | Columbus | do. | J. M. Scott, supt | 1 | 2 | 11 | 36 | | |
| 1523 | Craig | do. | G. L. Griswold | 1 | 0 | 25 | 13 | | |
| 1524 | Creighton | High School (dept.) | R. L. Hoff | 1 | 1 | 26 | 38 | 0 | 2 |
| 1525 | Crete | High School | W. H. Skinner, supt. | 1 | 2 | 55 | 53 | | |
| 1526 | Culbertson | do. | C. M. Charles | 1 | 0 | 10 | 12 | | |
| 1527 | Dawson | do. | R. L. Hoff | 1 | 0 | 10 | 15 | | |
| 1528 | Decatur | do. | W. G. Fowler | 1 | 2 | 13 | 12 | | |
| 1529 | Doniphan | do. | Maynard Spink | 1 | 0 | 9 | 18 | | |
| 1530 | Edgar | High School (dept.) | J. F. Curran | 1 | 1 | 45 | 54 | 22 | 18 |
| 1531 | Ewing | High School | W. R. Jackson | 1 | 1 | 9 | 13 | | |
| 1532 | Fairbury | do. | C. P. Corey | 1 | 1 | 30 | 30 | 0 | 0 |
| 1533 | Fairmont | do. | J. S. Van Eaton | 1 | 1 | 23 | 36 | 0 | 0 |
| 1534 | Franklin | do. | J. P. McKinnon | 1 | 0 | 5 | 10 | | |
| 1535 | Fremont | do. | Nettie Torrence | 2 | 2 | 20 | 63 | 0 | 0 |
| 1536 | Friend | High School (dept.) | D. G. Hopkins | 1 | 0 | 8 | 14 | | |
| 1537 | Fullerton | High School | Geo. Kellar | 1 | 2 | 32 | 52 | | |
| 1538 | Geneva | do. | H. L. Chaplin | 1 | 1 | 25 | 39 | | |
| 1539 | Genoa | do. | W. J. Stewart | 1 | 0 | 14 | 16 | | |
| 1540 | Gibson | High School (dept.) | C. A. Falmer | 1 | 1 | 21 | 23 | | |
| 1541 | Gordon | do. | Ida M. Sparrow | 0 | 2 | 12 | 15 | | |
| 1542 | Grafton | do. | W. H. Barz | 1 | 1 | 17 | 23 | | |
| 1543 | Grand Island | High School | E. E. Cele | 3 | 0 | 42 | 60 | | |
| 1544 | Hartington | High School (dept.) | A. H. Collins | 1 | 2 | 8 | 11 | 0 | 1 |
| 1545 | Harvard | do. | C. W. Mills | 1 | 2 | 15 | 21 | | |
| 1546 | Hastings | do. | J. H. Wilkerson | 1 | 2 | 49 | 41 | 2 | 0 |
| 1547 | Holdrege | do. | W. R. Hart | 1 | 1 | 8 | 18 | | |
| 1548 | Hooper | do. | J. A. Collins | 1 | 0 | 7 | 3 | 7 | 3 |
| 1549 | Humboldt | High School | G. R. Chatburn | 1 | 1 | 32 | 46 | 0 | 1 |
| 1550 | Indianola | do. | J. A. Smith | 1 | 0 | 4 | 8 | | |
| 1551 | Lincoln | do. | L. L. H. Austin | 3 | 7 | 100 | 182 | 30 | 55 |
| 1552 | Lexington | do. | J. K. Stableton | 2 | 0 | 20 | 28 | | |
| 1553 | Loup City | do. | M. H. Carleton | 1 | 0 | 17 | 33 | 0 | 3 |
| 1554 | Minden | do. | W. A. Julian | 1 | 1 | 25 | 40 | | |
| 1555 | Nelson | do. | L. W. Fike | 1 | 1 | 40 | 50 | | |
| 1556 | Niobrara | do. | T. J. Hunt | 1 | 0 | 5 | 8 | | |
| 1557 | North Bend | do. | J. A. Dowden | 1 | 1 | 15 | 25 | 2 | 3 |
| 1558 | North Loup | do. | W. C. Cobb | 1 | 0 | 22 | 21 | 5 | 4 |
| 1559 | North Platte | High School (dept.) | M. H. Lobdell | 2 | 0 | 17 | 31 | 17 | 31 |
| 1560 | Oakland | do. | D. E. Reese | 1 | 1 | 14 | 15 | | |
| 1561 | Ogallala | High School | Margaret E. Brown | 0 | 1 | 2 | 9 | | |
| 1562 | Omaha | do. | H. P. Lewis | 7 | 12 | 232 | 385 | 18 | 9 |
| 1563 | O'Neill | High School (dept.) | Jno. Blund | 1 | 0 | 8 | 12 | | |
| 1564 | Ord | High School | J. K. Campbell | 1 | 1 | 15 | 25 | | |
| 1565 | Orleans | do. | H. C. Laughlin | 1 | 0 | 8 | 15 | | |
| 1566 | Oxford | do. | A. M. Murphy | 0 | 1 | 6 | 4 | | |
| 1567 | Palmyra | do. | W. M. Griffith | 1 | 1 | 18 | 20 | | |
| 1568 | Pawnee City | High School (dept.) | W. J. Wise | 1 | 1 | 17 | 44 | | |
| 1569 | Pierce | do. | F. E. Morrow | 1 | 0 | 20 | 22 | | |
| 1570 | Plattsmouth | High School | W. N. Halsey | 2 | 1 | 20 | 49 | 3 | 6 |
| 1571 | Ponca | do. | B. H. Culver | 2 | 0 | 20 | 38 | | |
| 1572 | Red Cloud | do. | N. F. Damm | 1 | 1 | 48 | 52 | | |
| 1573 | Republican City | do. | Gomer Thomas | 1 | 2 | 20 | 30 | 2 | 1 |
| 1574 | Riverton | High School (dept.) | C. B. Pickrell | 1 | 1 | 20 | 19 | | |
| 1575 | Rulo | High School | S. W. Whitman | 1 | 1 | 11 | 21 | | |

public high schools—Continued.

| Number preparing for college scientific course. | | Total number of graduates, 1891. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------|----------------------------------|---------|------------------------------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|-------|---------|-------|---------|-------|---------|--|--|
| | | | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | |
| Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | |
| 0 | 0 | 7 | 7 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 15 | 10 | 15 | 10 | 15 | 7 | 9 | 15 | 20 | 1513 | | | | | | | | |
| 3 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 8 | 2 | 2 | 1 | 6 | 10 | 4 | 6 | 3 | 1 | 1514 | | | | | | | |
| 10 | 23 | 17 | 11 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 15 | 3 | 6 | 4 | 6 | 4 | 8 | 3 | 8 | 1515 | | | | | | | | |
| 0 | 0 | 3 | 14 | 27 | 0 | 0 | 0 | 0 | 0 | 17 | 42 | 84 | 3 | 15 | 3 | 15 | 5 | 14 | 0 | 0 | 24 | 1517 | | | | | | | |
| 0 | 0 | 3 | 3 | 12 | 0 | 0 | 0 | 0 | 0 | 8 | 12 | 11 | 3 | 10 | 0 | 0 | 3 | 7 | 4 | 4 | 1518 | | | | | | | | |
| 0 | 0 | 0 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 15 | 7 | 8 | 11 | 13 | 0 | 0 | 5 | 6 | 1519 | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 8 | 3 | 4 | 5 | 4 | 0 | 2 | 5 | 4 | 1520 | | | | | | | | |
| 13 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 9 | 3 | 7 | 5 | 10 | 0 | 0 | 4 | 9 | 1521 | | | | | | | | |
| 1 | 0 | 20 | 23 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 5 | 6 | 1523 | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 11 | 10 | 13 | 21 | 12 | 16 | 9 | 11 | 1525 | | | | | | | | | |
| 6 | 0 | 10 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 12 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 1526 | | | | | | | | |
| 2 | 9 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 10 | 5 | 1 | 5 | 1 | 0 | 0 | 5 | 1 | 1527 | | | | | | | | |
| 16 | 17 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 18 | 0 | 9 | 3 | 9 | 3 | 0 | 0 | 0 | 1528 | | | | | | | | |
| 2 | 3 | 4 | 10 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 18 | 6 | 9 | 5 | 10 | 0 | 0 | 6 | 9 | 1530 | | | | | | | | |
| 0 | 3 | 5 | 4 | 4 | 0 | 5 | 0 | 0 | 0 | 0 | 6 | 12 | 3 | 2 | 3 | 2 | 0 | 0 | 3 | 2 | 1531 | | | | | | | | |
| 0 | 3 | 5 | 17 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 26 | 2 | 3 | 12 | 13 | 2 | 5 | 12 | 13 | 1532 | | | | | | | | |
| 5 | 9 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 2 | 3 | 0 | 0 | 2 | 3 | 1533 | | | | | | | | |
| 14 | 7 | 14 | 7 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 40 | 8 | 18 | 3 | 10 | 5 | 9 | 3 | 10 | 1535 | | | | | | | | |
| 14 | 8 | 14 | 8 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 14 | 8 | 14 | 8 | 14 | 0 | 0 | 8 | 14 | 1536 | | | | | | | | |
| 12 | 1 | 1 | 1 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 10 | 1 | 10 | 1 | 10 | 0 | 0 | 1 | 10 | 1538 | | | | | | | | |
| 4 | 10 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 1 | 5 | 3 | 5 | 2 | 4 | 3 | 5 | 1539 | | | | | | | | |
| 2 | 2 | 7 | 4 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 10 | 3 | 4 | 3 | 4 | 0 | 0 | 3 | 4 | 1540 | | | | | | | | |
| 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 1 | 2 | 0 | 0 | 0 | 2 | 2 | 1541 | | | | | | | | |
| 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 24 | 33 | 47 | 4 | 5 | 12 | 5 | 3 | 5 | 1 | 1543 | | | | | | | | |
| 9 | 12 | 8 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 18 | 2 | 3 | 9 | 11 | 2 | 7 | 12 | 1545 | | | | | | | | | |
| 8 | 18 | 6 | 15 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 39 | 41 | 16 | 10 | 3 | 3 | 3 | 7 | 20 | 30 | 1546 | | | | | | | | |
| 5 | 2 | 12 | 8 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 18 | 4 | 2 | 4 | 2 | 4 | 2 | 4 | 10 | 1547 | | | | | | | | |
| 3 | 9 | 1 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 3 | 3 | 1 | 7 | 3 | 0 | 0 | 7 | 3 | 1548 | | | | | | | | |
| 41 | 74 | 126 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 29 | 9 | 8 | 6 | 12 | 9 | 8 | 20 | 32 | 1549 | | | | | | | | |
| 0 | 3 | 4 | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 0 | 4 | 0 | 4 | 1 | 0 | 0 | 4 | 1550 | | | | | | | | |
| 15 | 10 | 17 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 | 88 | 28 | 60 | 21 | 31 | 21 | 31 | 34 | 54 | 1551 | | | | | | | | |
| 0 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 20 | 24 | 3 | 0 | 10 | 0 | 0 | 8 | 14 | 1552 | | | | | | | | |
| 15 | 10 | 17 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 11 | 5 | 9 | 7 | 11 | 3 | 1 | 4 | 10 | 1554 | | | | | | | | |
| 2 | 7 | 10 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 25 | 5 | 6 | 6 | 8 | 3 | 5 | 2 | 12 | 1555 | | | | | | | | |
| 1 | 2 | 7 | 2 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 8 | 5 | 10 | 5 | 4 | 5 | 5 | 5 | 5 | 1557 | | | | | | | | |
| 0 | 0 | 10 | 10 | 13 | 1 | 1 | 0 | 0 | 0 | 0 | 16 | 12 | 4 | 8 | 4 | 7 | 0 | 0 | 4 | 8 | 1558 | | | | | | | | |
| 2 | 5 | 12 | 13 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 25 | 5 | 6 | 3 | 5 | 1 | 1 | 10 | 17 | 1559 | | | | | | | | |
| 1 | 1 | 1 | 18 | 9 | 0 | 0 | 0 | 0 | 0 | 80 | 150 | 12 | 13 | 12 | 13 | 10 | 10 | 2 | 2 | 3 | 1560 | | | | | | | | |
| 37 | 15 | 63 | 98 | 162 | 0 | 0 | 0 | 0 | 0 | 0 | 85 | 145 | 36 | 44 | 52 | 77 | 25 | 51 | 76 | 116 | 1562 | | | | | | | | |
| 3 | 1 | 4 | 13 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 12 | 0 | 0 | 8 | 12 | 4 | 4 | 8 | 12 | 1563 | | | | | | | | |
| 0 | 0 | 0 | 8 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 25 | 3 | 1 | 3 | 1 | 3 | 1 | 6 | 13 | 1564 | | | | | | | | |
| 4 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 1565 | | | | | | | | |
| 2 | 12 | 13 | 6 | 26 | 0 | 0 | 0 | 0 | 0 | 3 | 5 | 4 | 6 | 2 | 12 | 6 | 26 | 6 | 26 | 16 | 1567 | | | | | | | | |
| 3 | 4 | 7 | 7 | 25 | 0 | 0 | 0 | 0 | 0 | 10 | 14 | 16 | 25 | 0 | 0 | 5 | 7 | 0 | 0 | 3 | 1568 | | | | | | | | |
| 2 | 1 | 12 | 15 | 1 | 0 | 0 | 0 | 0 | 0 | 10 | 14 | 20 | 40 | 2 | 16 | 8 | 8 | 20 | 0 | 4 | 1570 | | | | | | | | |
| 2 | 1 | 12 | 15 | 1 | 0 | 0 | 0 | 0 | 0 | 10 | 14 | 10 | 15 | 4 | 5 | 10 | 12 | 4 | 0 | 10 | 1571 | | | | | | | | |
| 4 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 7 | 2 | 4 | 5 | 5 | 5 | 1 | 5 | 4 | 1572 | | | | | | | | |
| 4 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 11 | 1 | 5 | 1 | 5 | 1 | 5 | 1 | 5 | 1573 | | | | | | | | |
| 4 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 7 | 2 | 4 | 5 | 5 | 5 | 1 | 5 | 4 | 1574 | | | | | | | | |
| 4 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 11 | 1 | 5 | 1 | 5 | 1 | 5 | 1 | 5 | 1575 | | | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of in-struct-ors, "sec-ond-ary." | | Number. of students in second-ary grade. | | Number pre-paring for col-lege classi-cal course. | |
|-----------------|------------------------|------------------------|---------------------------|---|---------|--|---------|---|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| NEBRASKA—con'd. | | | | | | | | | |
| 1576 | Schuyler..... | High School (dept.) .. | A. B. Hughes..... | 2 | 0 | 22 | 41 | | |
| 1577 | Shelton..... |do..... | H. A. Hull..... | 1 | 2 | 17 | 38 | 2 | 3 |
| 1578 | Sidney..... |do..... | W. J. McCoy..... | 1 | 0 | 9 | 14 | | |
| 1579 | South Omaha..... | High School..... | A. A. Munroe..... | 1 | 0 | 4 | 18 | | |
| 1580 | South Sioux City..... | High School (dept.) .. | I. A. Sabin..... | 1 | 0 | 8 | 7 | | |
| 1581 | Stanton..... | High School..... | B. F. Miller..... | 1 | 0 | 20 | 24 | 2 | 4 |
| 1582 | Stella..... |do..... | E. W. Lawson..... | 3 | 3 | 15 | 20 | | |
| 1583 | Stromsburg..... |do..... | J. A. Walker..... | 1 | 0 | 15 | 17 | | |
| 1584 | Superior..... | High School (dept.) .. | I. E. Wilson..... | 2 | 1 | 39 | 51 | | |
| 1585 | Sutton..... |do..... | Alex. Stephens..... | 1 | 1 | 11 | 23 | 1 | 7 |
| 1586 | Tecumseh..... | High School..... | D. A. Cooper..... | 1 | 2 | 20 | 40 | 3 | 8 |
| 1587 | Tekamah..... |do..... | A. V. Sunderlin..... | 1 | 1 | 36 | 42 | | |
| 1588 | Trenton..... |do..... | J. R. Morgan..... | 1 | 0 | 8 | 17 | 1 | 3 |
| 1589 | Ulysses..... |do..... | C. H. Aldrich..... | 1 | 3 | 19 | 28 | 30 | 17 |
| 1590 | Valparaiso..... | High School (dept.) .. | S. E. Clark..... | 2 | 2 | 26 | 52 | | |
| 1591 | Verdon..... |do..... | Kate McCreary..... | 0 | 2 | 14 | 17 | | |
| 1592 | Wahoo..... | High School..... | T. H. Bradbury..... | 1 | 3 | 53 | 80 | | |
| 1593 | Weeping Water..... |do..... | A. H. Waterhouse..... | 1 | 1 | 24 | 36 | | |
| 1594 | West Point..... |do..... | D. L. Dusenberry..... | 1 | 0 | 9 | 17 | | |
| 1595 | Wilber..... |do..... | W. W. Boner..... | 2 | 0 | 10 | 25 | 3 | 17 |
| 1596 | Wisner..... |do..... | J. H. Rudolph..... | 0 | 1 | 14 | 16 | | |
| 1597 | Wood River..... | High School (dept.) .. | W. L. Sprague..... | 1 | 0 | 8 | 13 | | |
| 1598 | York..... | High School..... | H. R. Corbett..... | 1 | 2 | 25 | 35 | | |
| NEVADA. | | | | | | | | | |
| 1599 | Austin..... | High School (dept.) .. | A. C. Barker..... | 1 | 0 | 4 | 3 | | |
| 1600 | Battle Mountain..... |do..... | W. C. Hancock..... | 0 | 1 | 14 | 14 | | |
| 1601 | Carson City..... |do..... | H. H. Howe..... | 1 | 1 | 28 | 82 | | |
| 1602 | Dayton..... | High School..... | H. F. Baker..... | 1 | 0 | 20 | 27 | 2 | 3 |
| 1603 | Eureka..... |do..... | M. J. Congdon..... | 1 | 1 | 7 | 13 | | |
| 1604 | Gold Hill..... |do..... | R. C. Story..... | 1 | 1 | 8 | 15 | | |
| 1605 | Pioche..... |do..... | Lena Clinton..... | 0 | 1 | 8 | 12 | | |
| 1606 | Reno..... |do..... | J. E. Bray..... | 1 | 2 | 25 | 35 | 1 | 1 |
| 1607 | Virginia City..... | High School (dept.) .. | H. E. Witherspoon..... | 1 | 2 | 12 | 53 | 2 | 3 |
| 1608 | Wadsworth..... |do..... | A. C. Webb..... | 0 | 1 | 12 | 18 | | |
| 1609 | Winnemucca..... | High School..... | E. E. Winfrey..... | 1 | 0 | 16 | 17 | | |
| NEW HAMPSHIRE. | | | | | | | | | |
| 1610 | Ashland..... | High School..... | F. E. Clark..... | 1 | 0 | 17 | 18 | | |
| 1611 | Berlin..... |do..... | F. S. Brick..... | 1 | 1 | 17 | 21 | 7 | 3 |
| 1612 | Bristol..... | High School (dept.) .. | O. W. Mills..... | 1 | 1 | 28 | 18 | | |
| 1613 | Claremont..... | Stevens High School. | M. C. Smart..... | 1 | 4 | 42 | 63 | 2 | 0 |
| 1614 | Concord..... | High School..... | J. F. Kent..... | 2 | 4 | 77 | 99 | 8 | 16 |
| 1615 | Dover..... |do..... | F. W. Whitney..... | 1 | 4 | 51 | 86 | 6 | 6 |
| 1616 | Exeter..... |do..... | Albion Burbank..... | 2 | 0 | 40 | 0 | | |
| 1617 | Farmington..... |do..... | F. W. Doring..... | 1 | 1 | 27 | 35 | 7 | 2 |
| 1618 | Franklin Falls..... |do..... | W. E. Sargent..... | 1 | 1 | 20 | 40 | 0 | 1 |
| 1619 | Gorham..... |do..... | C. S. Paige..... | 1 | 1 | 14 | 15 | | |
| 1620 | Great Falls..... |do..... | H. S. Roberts, A. M..... | 1 | 2 | 30 | 40 | 6 | 4 |
| 1621 | Greenland..... |do..... | Annie M. Howe..... | 0 | 1 | 12 | 31 | | |
| 1622 | Hempstead..... |do..... | T. H. H. Knight..... | 1 | 0 | 7 | 0 | | |
| 1623 | Hanover..... |do..... | J. I. Buck..... | 1 | 0 | 15 | 16 | | |
| 1624 | Henniker..... | Henniker Academy..... | A. R. Call..... | 1 | 1 | 13 | 14 | | |
| 1625 | Hinsdale..... | High School..... | R. A. Ray..... | 1 | 2 | 34 | 33 | 4 | 4 |
| 1626 | Hollis..... |do..... | A. J. Grout..... | 0 | 1 | 8 | 11 | | |
| 1627 | Keene..... |do..... | C. H. Douglass, A. M..... | | | 66 | 70 | 8 | 10 |
| 1628 | Laconia..... |do..... | W. N. Cragin..... | 1 | 2 | 10 | 35 | | |
| 1629 | Lancaster..... | Lancaster Academy..... | D. T. Timberlake..... | 1 | 1 | 12 | 26 | | |
| 1630 | Lebanon..... | High School..... | Robert Forsyth..... | 1 | 2 | 20 | 30 | | |
| 1631 | Lisbon..... | High School (dept.) .. | C. L. Wallace..... | 1 | 1 | 16 | 22 | 8 | 12 |
| 1632 | Littleton..... | High School..... | D. P. Dame..... | 1 | 1 | 13 | 30 | 2 | 3 |
| 1633 | Manchester..... |do..... | Albert Somes..... | 3 | 4 | 93 | 124 | 13 | 11 |

| Number preparing for college scientific course. | | Total number of graduates, 1891. | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------|----------------------------------|------------------------------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|--|--|--|--|--|--|--|--|--|--|
| Male. | Female. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | | |
| | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | |
| --- | --- | 7 | 15 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 22 | 3 | 13 | 15 | 30 | | | 3 | 12 | | | | | | | | | | |
| --- | --- | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 11 | 3 | 5 | 8 | 0 | 0 | | 9 | 12 | | | | | | | | | | |
| --- | --- | 4 | 2 | 6 | 0 | 0 | 0 | 0 | 0 | 4 | 7 | 8 | 2 | 2 | 6 | --- | --- | 2 | 2 | 12 | | | | | | | | | | |
| 3 | 2 | 2 | 2 | 6 | | | | | | | 8 | 7 | 3 | 3 | 3 | --- | --- | 2 | 2 | 1578 | | | | | | | | | | |
| 1 | 2 | | | | | | | | | | 10 | 12 | 10 | 1 | 1 | 10 | 12 | 10 | 12 | 1579 | | | | | | | | | | |
| | | | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 15 | 1 | 5 | 6 | 0 | 0 | 1 | 5 | 1581 | | | | | | | | | | |
| | | | 21 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 10 | 1 | 1 | 1 | 6 | 0 | 1 | 5 | 1582 | | | | | | | | | | |
| | | | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 10 | 5 | 5 | 8 | 10 | 5 | 8 | 23 | 1583 | | | | | | | | | | |
| 1 | 2 | | 5 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 11 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 1584 | | | | | | | | | | |
| | | | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 14 | 2 | 5 | 2 | 5 | 5 | 3 | 9 | 1585 | | | | | | | | | | |
| 2 | 4 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 8 | 2 | 6 | 4 | 4 | 4 | 8 | 8 | 1586 | | | | | | | | | | |
| 3 | 0 | | 6 | 12 | 3 | 0 | 0 | 0 | 0 | 0 | 18 | 13 | 2 | 3 | 3 | 4 | 0 | 8 | 8 | 1587 | | | | | | | | | | |
| | | | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 0 | 4 | 4 | 4 | 4 | 10 | 12 | 1588 | | | | | | | | | | |
| | | | 9 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 5 | 5 | 5 | 5 | 0 | 0 | 5 | 4 | 1589 | | | | | | | | | | |
| 5 | 12 | | 3 | 5 | 11 | 0 | 0 | 0 | 0 | 0 | 30 | 50 | 12 | 12 | 15 | 0 | 0 | 0 | 0 | 1591 | | | | | | | | | | |
| 3 | 3 | | 13 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 10 | 12 | 3 | 10 | 8 | 0 | 0 | 8 | 9 | 1592 | | | | | | | | | | |
| | | | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 15 | 0 | 8 | 6 | 17 | 0 | 0 | 0 | 1593 | | | | | | | | | | |
| 7 | 8 | | 3 | 11 | | | | | | | 3 | 8 | 2 | 5 | 3 | 8 | 0 | 3 | 11 | 1594 | | | | | | | | | | |
| 2 | 4 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 8 | 3 | 3 | 5 | 7 | 0 | 0 | 4 | 5 | 1595 | | | | | | | | | | |
| | | | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 0 | 8 | 5 | 0 | 0 | 0 | 8 | 1597 | | | | | | | | | | |
| | | | 17 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 30 | 6 | 20 | 3 | 20 | 8 | 30 | 3 | 1598 | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 0 | 1 | 2 | 3 | 1 | 2 | 0 | 0 | | | | | | | | | | |
| | | | 12 | 5 | 19 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 0 | 0 | 10 | 54 | 8 | 23 | 7 | 11 | | | | | | | | | | |
| 4 | 0 | | 8 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 70 | 3 | 10 | 7 | 8 | 5 | 6 | 0 | 1600 | | | | | | | | | | |
| | | | 2 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 20 | 27 | 7 | 8 | 7 | 8 | | | 7 | 8 | | | | | | | | | | |
| 8 | 15 | | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 13 | 1 | 7 | 13 | 9 | | | 1 | 5 | | | | | | | | | | |
| | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 15 | 8 | 15 | 7 | 9 | 2 | 3 | 7 | 9 | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|--------------------------|------------------------|------------------------------|---------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| NEW HAMPSHIRE—continued. | | | | | | | | | |
| 1634 | Milford | High School | F. W. Farnsworth | 1 | 2 | 29 | 39 | 7 | 4 |
| 1635 | Nashua | do | L. S. Hastings | 2 | 4 | 62 | 54 | 9 | 5 |
| 1636 | Newmarket | do | E. W. Newton | 1 | 0 | 9 | 16 | | |
| 1637 | Newport | do | F. O. Chellis | | | 14 | 21 | | |
| 1638 | Peterboro | do | H. M. Greenwood | | | 22 | 31 | | |
| 1639 | Pittsfield | do | A. L. Safford | 1 | 1 | 14 | 32 | 2 | 3 |
| 1640 | Portsmouth | do | I. H. Upton | 1 | 4 | 65 | 83 | 6 | 8 |
| 1641 | Walpole | do | Abbie E. Wiggins | 0 | 1 | 7 | 5 | | |
| 1642 | Warner | Simonds High School | C. J. Emerson | | | 31 | 47 | 4 | 3 |
| 1643 | Whitfield | High School (dept.) | H. W. Hurd | 1 | 0 | 14 | 21 | 0 | 0 |
| 1644 | Wilton | High School | E. N. Lacey | 1 | 0 | 17 | 23 | | |
| 1645 | Winchester | do | H. P. Young | 1 | 1 | 15 | 24 | | |
| NEW JERSEY. | | | | | | | | | |
| 1646 | Asbury Park | High School | J. M. Ralston | 1 | 3 | 36 | 56 | | |
| 1647 | Atlantic City | do | C. B. Boyer | 1 | 2 | 30 | 59 | | |
| 1648 | Barnegat | do | Emma B. Collins | 0 | 2 | 33 | 23 | | |
| 1649 | Boonton | do | L. J. Whitney | 1 | 2 | 10 | 23 | | |
| 1650 | Bordentown | do | Wm. McFarland | 1 | 2 | 23 | 38 | | |
| 1651 | Caldwell | do | Clarence E. Hedden | 1 | 1 | 15 | 26 | | |
| 1652 | Cranford | High School (dept.) | Richard E. Clement | 1 | 1 | 12 | 18 | | |
| 1653 | East Orange | High School | Vernon L. Davey | 1 | 7 | 53 | 103 | | |
| 1654 | Elizabeth | Battin High School | Miss L. H. Sayn | 0 | 5 | 39 | 86 | | |
| 1655 | Frehold | High School (dept.) | John Enright | 2 | 0 | 30 | 22 | | |
| 1656 | Gloucester | do | Wm. Dougherty | 0 | 7 | 30 | 45 | | |
| 1657 | Hackettstown | do | A. H. Skinner | 2 | 1 | 27 | 44 | | |
| 1658 | Hammononton | do | W. B. Matthews | 0 | 3 | 8 | 15 | | |
| 1659 | Hightstown | Academy | Theo. Green | 0 | 2 | 6 | 24 | | |
| 1660 | Hoboken | High School | William H. Elston | 2 | 3 | 42 | 118 | 2 | 2 |
| 1661 | Jersey City | do | W. S. Sweeny | 4 | 9 | 131 | 330 | 3 | 4 |
| 1662 | Keyport | High School (dept.) | S. V. Arrowsmith | 1 | 1 | 29 | 26 | | |
| 1663 | Millville | Culver High School | T. D. Sensor | 1 | 1 | 40 | 50 | | |
| 1664 | Montclair | High School | Randall Spaulding | 3 | 3 | 60 | 102 | 8 | 8 |
| 1665 | Mount Holly | do | Chas. Daniels Raine | 1 | 1 | 17 | 36 | | |
| 1666 | Newark | do | E. O. Hovey | 9 | 15 | 369 | 551 | 50 | 20 |
| 1667 | New Egypt | do | Geo. O. Nelson | 1 | 3 | 65 | 80 | | |
| 1668 | Orange | do | Usher W. Cutts | 1 | 2 | 19 | 49 | 3 | 5 |
| 1669 | Oxford | Furnace High School (dept.) | Charles S. Aitkin | 1 | 0 | 16 | 14 | | |
| 1670 | Paterson | High School | La Selle H. White | 1 | 8 | 83 | 263 | | |
| 1671 | Plainfield | do | Julia E. Dulkley | 2 | 3 | 55 | 79 | | |
| 1672 | Rahway | do | Edward Bryne | 1 | 1 | 7 | 13 | 2 | 0 |
| 1673 | Raritan | do | Shallow | 1 | 1 | 4 | 8 | | |
| 1674 | Red Bank | do | Geo. A. West | 1 | 2 | 27 | 31 | | |
| 1675 | Roselle | High School (dept.) | Richard Case | 1 | 2 | 27 | 31 | | |
| 1676 | Rosette | do | William Clinton Armstrong | 1 | 0 | 5 | 7 | | |
| 1677 | Salem | do | Irving P. Towne | 1 | 1 | 4 | 18 | | |
| 1678 | Somerville | High School | E. S. Richards | 2 | 2 | 12 | 35 | | |
| 1679 | South Amboy | High School (dept.) | J. S. Haynes | 2 | 2 | 15 | 32 | | |
| 1680 | South Orange | do | Miss Mary L. Thomas | 0 | 1 | 4 | 16 | | |
| 1680 | South Orange | Columbia High School (dept.) | Elmer C. Sherman | 1 | 1 | 14 | 21 | | |
| 1681 | Summit | High School | E. A. Chapman | 1 | 1 | 10 | 10 | | |
| 1682 | Toms River | High School (dept.) | James D. Dillingham | 1 | 3 | 19 | 21 | 2 | 3 |
| 1683 | Trenton | High School | W. H. Brace | 1 | 5 | 56 | 123 | | |
| 1684 | Vineland | do | W. A. Deremer | 1 | 2 | 18 | 78 | | |
| 1685 | Washington | High School (dept.) | J. Calvin Rush | 1 | 0 | 0 | 8 | | |
| 1686 | Westfield | High School | E. Francis | 1 | 1 | 10 | 25 | | |
| 1687 | West Hoboken | High School (dept.) | Robert Waters | 1 | 1 | 16 | 21 | | |
| 1688 | Woodbridge | do | Albert H. Nilson | 1 | 2 | 10 | 12 | | |

public high schools—Continued.

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------|----------------------------------|----|--------|----|--------|----|---------|----|---------|-----|----------|-----|-----------|----|----------|----|------------|------|------------------|------|----|----|----|----|----|----|----|----|----|----|----|--|
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | | | | |
| Male. | Female. | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | |
| 2 | 0 | 14 | 13 | 14 | 7 | 5 | 3 | 14 | 0 | 0 | 13 | 13 | 6 | 8 | 10 | 11 | 4 | 2 | 4 | 8 | 1634 | | | | | | | | | | | | |
| 3 | 4 | 11 | 30 | 39 | 9 | 6 | 20 | 23 | 0 | 0 | 33 | 39 | 24 | 28 | 27 | 28 | 11 | 11 | 12 | 7 | 1635 | | | | | | | | | | | | |
| 0 | 3 | 5 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 10 | 3 | 3 | 2 | 3 | 0 | 5 | 0 | 8 | 1636 | | | | | | | | | | | | |
| 5 | 0 | 19 | 7 | 9 | 0 | 0 | 8 | 4 | 0 | 0 | 12 | 18 | 10 | 0 | 12 | 18 | 0 | 0 | 12 | 18 | 1638 | | | | | | | | | | | | |
| 3 | 0 | 33 | 33 | 64 | 2 | 3 | 14 | 17 | 0 | 0 | 34 | 31 | 15 | 27 | 12 | 15 | 9 | 13 | 15 | 20 | 1640 | | | | | | | | | | | | |
| 4 | 1 | 3 | 5 | 5 | 13 | 6 | 0 | 0 | 0 | 2 | 2 | 4 | 14 | 8 | 5 | 6 | 7 | 3 | 6 | 10 | 1642 | | | | | | | | | | | | |
| 0 | 0 | 2 | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 11 | 2 | 3 | 6 | 10 | 0 | 0 | 0 | 7 | 1643 | | | | | | | | | | | | |
| 12 | 8 | 5 | 2 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 11 | 0 | 0 | 3 | 7 | 3 | 7 | 3 | 7 | 1644 | | | | | | | | | | | | |
| 8 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1645 | | | | | | | | | | | | |
| 20 | 34 | 51 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 37 | 34 | 51 | 34 | 51 | 8 | 13 | 8 | 17 | 1646 | | | | | | | | | | | | |
| 11 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 25 | 6 | 13 | 16 | 25 | 6 | 13 | 6 | 13 | 1647 | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 15 | 1 | 0 | 10 | 15 | 1 | 0 | 15 | 20 | 1648 | | | | | | | | | | | | |
| 7 | 4 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 12 | 4 | 8 | 3 | 7 | 0 | 0 | 3 | 7 | 1649 | | | | | | | | | | | | |
| 0 | 0 | 0 | 2 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 38 | 14 | 22 | 14 | 22 | 14 | 22 | 23 | 38 | 1650 | | | | | | | | | | | | |
| 2 | 0 | 14 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 15 | 23 | 19 | 1 | 8 | 4 | 5 | 4 | 5 | 10 | 13 | 1651 | | | | | | | | | | | | |
| 3 | 20 | 35 | 5 | 3 | 7 | 17 | 13 | 29 | 41 | 72 | 7 | 7 | 7 | 9 | 3 | 6 | 0 | 0 | 26 | 44 | 1653 | | | | | | | | | | | | |
| 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 71 | 1 | 15 | 15 | 22 | 1 | 15 | 38 | 70 | 1654 | | | | | | | | | | | | |
| 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 20 | 6 | 12 | 14 | 20 | 6 | 12 | 14 | 20 | 1655 | | | | | | | | | | | | |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 45 | 20 | 10 | 30 | 20 | 0 | 0 | 20 | 20 | 1656 | | | | | | | | | | | | |
| 9 | 7 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 15 | 5 | 8 | 8 | 15 | 4 | 7 | 4 | 9 | 1658 | | | | | | | | | | | | |
| 4 | 0 | 16 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 30 | 0 | 1659 | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 118 | 23 | 69 | 16 | 32 | 0 | 0 | 42 | 118 | 1660 | | | | | | | | | | | | |
| 53 | 35 | 64 | 16 | 8 | 20 | 63 | 51 | 57 | 67 | 153 | 17 | 49 | 13 | 41 | 13 | 49 | 17 | 81 | 17 | 81 | 1661 | | | | | | | | | | | | |
| 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 15 | 9 | 7 | 17 | 15 | 6 | 6 | 17 | 15 | 1662 | | | | | | | | | | | | |
| 7 | 12 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 22 | 5 | 15 | 5 | 15 | 0 | 0 | 8 | 22 | 1663 | | | | | | | | | | | | |
| 9 | 10 | 21 | 48 | 93 | 8 | 8 | 0 | 0 | 0 | 8 | 22 | 18 | 30 | 10 | 15 | 9 | 16 | 2 | 4 | 22 | 1664 | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 13 | 1665 | | | | | | | | | | | | |
| 103 | 109 | 205 | 42 | 3 | 19 | 21 | 17 | 15 | 14 | 0 | 162 | 303 | 232 | 336 | 40 | 138 | 72 | 155 | 10 | 2 | 1666 | | | | | | | | | | | | |
| 31 | 36 | 17 | 29 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 5 | 15 | 16 | 38 | -1 | 8 | 29 | 0 | 0 | 30 | 1667 | | | | | | | | | | | | |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 2 | 1 | 0 | 0 | 1668 | | | | | | | | | | | | |
| 2 | 2 | 83 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 67 | 134 | 40 | 69 | 43 | 94 | 0 | 0 | 0 | 0 | 1670 | | | | | | | | | | | | |
| 3 | 0 | 27 | 31 | 50 | 6 | 1 | 1 | 4 | 0 | 1 | 40 | 56 | 8 | 16 | 5 | 5 | 7 | 4 | 0 | 0 | 1671 | | | | | | | | | | | | |
| 0 | 8 | 8 | 7 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 13 | 3 | 7 | 3 | 5 | 5 | 0 | 0 | 7 | 1672 | | | | | | | | | | | | |
| 0 | 1 | 5 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 8 | 1 | 3 | 4 | 8 | 4 | 8 | 4 | 8 | 1673 | | | | | | | | | | | | |
| 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 25 | 3 | 3 | 10 | 15 | 0 | 0 | 3 | 3 | 1674 | | | | | | | | | | | | |
| 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 7 | 5 | 7 | 5 | 7 | 5 | 7 | 5 | 7 | 1675 | | | | | | | | | | | | |
| 6 | 3 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 14 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 1676 | | | | | | | | | | | | |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 25 | 8 | 7 | 4 | 7 | 8 | 7 | 8 | 7 | 1677 | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 16 | 0 | 0 | 2 | 16 | 1 | 9 | 1 | 9 | 1678 | | | | | | | | | | | | |
| 4 | 4 | 4 | 4 | 13 | 0 | 0 | 0 | 0 | 0 | 3 | 6 | 4 | 11 | 3 | 6 | 25 | 5 | 0 | 0 | 0 | 1680 | | | | | | | | | | | | |
| 1 | 0 | 2 | 3 | 4 | 0 | 0 | 10 | 10 | 0 | 0 | 7 | 8 | 0 | 0 | 4 | 3 | 0 | 0 | 8 | 10 | 1681 | | | | | | | | | | | | |
| 2 | 0 | 5 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 10 | 5 | 3 | 4 | 10 | 2 | 2 | 4 | 10 | 1682 | | | | | | | | | | | | |
| 5 | 7 | 32 | 23 | 6 | 0 | 0 | 9 | 9 | 0 | 9 | 10 | 44 | 8 | 24 | 2 | 20 | 2 | 24 | 28 | 59 | 1683 | | | | | | | | | | | | |
| 18 | 78 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 48 | 4 | 18 | 4 | 18 | 4 | 18 | 4 | 18 | 1684 | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 8 | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 1685 | | | | | | | | | | | | |
| 0 | 0 | 0 | 3 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 1 | 6 | 5 | 15 | 10 | 25 | 1686 | | | | | | | | | | | | | | |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 21 | 16 | 21 | 0 | 0 | 0 | 16 | 21 | 0 | 0 | 0 | 0 | 1687 | | | | | | | | | | | | |
| 1 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 7 | 2 | 3 | 4 | 7 | 4 | 7 | 3 | 3 | 1688 | | | | | | | | | | | | |

TABLE 6.—Statistics of

| 1 | State and post-office. | 2 | Name of institution. | 3 | Name of principal. | Number of instructors, "second-ary." | | Number of students in second-ary grade. | | Number preparing for college classical course. | |
|-----------|------------------------|---|----------------------|--------------------------|--------------------|--------------------------------------|---------|---|---------|--|---------|
| | | | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| 1 | | 2 | | 3 | | 4 | 5 | 6 | 7 | 8 | 9 |
| NEW YORK. | | | | | | | | | | | |
| 1689 | Addison | Union High School | (dept.) | John S. Lincoln | 1 | 3 | 25 | 40 | 12 | 12 | |
| 1690 | Afton | do | do | Allen H. Knapp | 1 | 1 | 17 | 17 | 2 | 3 | |
| 1691 | Akron | do | do | Orson Warren | 1 | 1 | 21 | 25 | | | |
| 1692 | Albany | do | do | Oscar D. Robinson, A. M. | 10 | 16 | 348 | 410 | 23 | 21 | |
| 1693 | Albion | do | do | Freeman A. Greene | 1 | 4 | 84 | 113 | 9 | 13 | |
| 1694 | Amsterdam | do | do | J. W. Kimball | 0 | 1 | 13 | 13 | | | |
| 1695 | Angola | do | do | Fred W. Hebard | 1 | 2 | 33 | 36 | | | |
| 1696 | Arcade | do | do | Geo. H. Stratton | 1 | 1 | 17 | 15 | | | |
| 1697 | Attica | do | do | Thos. B. Lovell, A. M. | 1 | 3 | 47 | 54 | 2 | 0 | |
| 1698 | Auburn | Academic High School. | | Wm. P. Thompson | 4 | 7 | 147 | 216 | 19 | 8 | |
| 1699 | Avon | Union High School | (dept.) | Reuben J. Wallace | 1 | 2 | 40 | 60 | 1 | 0 | |
| 1700 | Bainbridge | do | do | F. J. Trumbull | 1 | 1 | 21 | 33 | 6 | 4 | |
| 1701 | Baldwinsville | Academy | do | Isaac N. Failor | 1 | 3 | 45 | 50 | 0 | 2 | |
| 1702 | Batavia | High School | do | John Kennedy | 1 | 5 | 56 | 96 | 5 | 5 | |
| 1703 | Bath on the Hudson. | High School (dept.) | do | Geo. H. Quay | 1 | 2 | 5 | 8 | | | |
| 1704 | Belfast | Genesee Valley Seminary and Union School. | | Elmer S. Redman | 2 | 1 | 33 | 41 | 6 | 4 | |
| 1705 | Binghamton | Central High School. | | Elliott R. Payson | 3 | 7 | 176 | 196 | 9 | 13 | |
| 1706 | Brasher Falls | Union High School | do | Millard F. Perry | 1 | 0 | 31 | 25 | 3 | 2 | |
| 1707 | Poonville | High School (dept.) | do | James D. Rogers | 1 | 3 | 24 | 30 | 1 | 0 | |
| 1708 | Brewster | Union High School | do | Henry S. Purdy | 1 | 1 | 10 | 17 | 2 | 0 | |
| 1709 | Brocton | do | do | R. M. Fitch | 1 | 3 | 8 | 20 | 0 | 2 | |
| 1710 | Brookfield | do | do | L. W. Hoffman | 1 | 2 | 22 | 40 | 2 | 4 | |
| 1711 | Brooklyn | Union High School (boys). | | A. Gille Allister | 20 | 0 | 451 | 0 | 80 | 0 | |
| 1712 | do | Union High School (girls). | | Calvin Patterson | 4 | 46 | 0 | 504 | | | |
| 1713 | Buffalo | Union High School | do | Henry E. Emerson | 8 | 20 | 390 | 518 | 46 | 8 | |
| 1714 | Cambridge | Putnam Union School | do | John W. Furnam | 0 | 4 | 14 | 18 | 4 | 0 | |
| 1715 | Camden | Union School and Academy. | | D. D. Van Allen, A. M. | 1 | 1 | 40 | 80 | | | |
| 1716 | Canandaigua | Union High School | do | H. L. Taylor, PH.D. | 1 | 4 | 65 | 90 | 3 | 18 | |
| 1717 | Canajoharie | do | do | Chas. G. Wheelock | 1 | 1 | 30 | 30 | | | |
| 1718 | Canaseraga | do | do | Eugene G. Hughey | 1 | 1 | 16 | 14 | 3 | 3 | |
| 1719 | Canastota | Union High School (dept.) | do | George H. Ottanay | 1 | 1 | 8 | 33 | | | |
| 1720 | Candor | High School (dept.) | do | Eugene F. McKinley | 1 | 1 | 28 | 36 | | | |
| 1721 | Canton | Union High School (dept.) | do | George M. Smith | 1 | 3 | 30 | 40 | 3 | 7 | |
| 1722 | Carthage | do | do | George F. Sawyer | 1 | 2 | 8 | 35 | 2 | 3 | |
| 1723 | Castile | do | do | Francis M. Smith | 1 | 1 | 34 | 45 | 4 | 2 | |
| 1724 | Catskill | Free Academy | do | Harmon Bay Niver, A. M. | 3 | 1 | 24 | 25 | 5 | 1 | |
| 1725 | Cattaraugus | Union Free School and Academy. | | W. O. Robinson | 1 | 1 | 22 | 26 | 1 | 4 | |
| 1726 | Central Square | Union School (dept.) | do | Albert G. Bugbee | 1 | 1 | 20 | 30 | 0 | 1 | |
| 1727 | Chateaugay | do | do | Edward L. Stevens | 1 | 2 | 25 | 20 | 1 | 0 | |
| 1728 | Cherry Valley | Academy | do | Arial McMaster | 2 | 0 | 14 | 12 | 2 | 2 | |
| 1729 | Chester | Union School (dept.) | do | F. M. Wilson | 1 | 2 | 23 | 32 | 4 | 3 | |
| 1730 | Chittenango | Yates' Union School and Academy. | | Jas. Gilbert Riggs | 1 | 2 | 26 | 34 | 5 | 0 | |
| 1731 | Clarence | Parker Union School | do | E. A. Parks | 1 | 3 | 48 | 36 | 2 | 0 | |
| 1732 | Clyde | High School | do | Edward Hayward, A. M. | 1 | 3 | 27 | 52 | 6 | 2 | |
| 1733 | Cobleskill | do | do | H. N. Snell | 1 | 2 | 40 | 47 | 1 | 1 | |

public high schools—Continued.

| Number preparing for college scientific course. | | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------|-----|----------------------------------|---------|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|--|--|--|--|--|--|--|--|
| | | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male. | Female. | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | |
| 8 | 6 | 8 | 14 | 17 | 0 | 0 | 3 | 3 | 4 | 3 | 14 | 16 | 8 | 7 | 4 | 3 | 0 | 0 | 2 | 4 | 1689 | | | | | | | | | |
| 2 | 0 | 5 | 2 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 8 | 10 | 2 | 7 | 3 | 5 | 0 | 0 | 0 | 0 | 1690 | | | | | | | | | |
| 78 | 188 | 225 | 22 | 21 | 5 | 11 | 0 | 0 | 0 | 2 | 104 | 139 | 27 | 164 | 55 | 90 | 28 | 39 | 0 | 0 | 1691 | | | | | | | | | |
| 3 | 6 | 11 | 18 | 12 | 5 | 6 | 0 | 0 | 12 | 18 | 16 | 24 | 7 | 11 | 6 | 14 | 6 | 14 | 19 | 18 | 1693 | | | | | | | | | |
| 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 13 | 3 | 4 | 3 | 4 | 0 | 0 | 0 | 0 | 1694 | | | | | | | | | |
| 0 | 1 | 5 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1695 | | | | | | | | | |
| 0 | 1 | 7 | 8 | 4 | 1 | 0 | 0 | 0 | 5 | 2 | 11 | 12 | 4 | 8 | 0 | 0 | 1 | 0 | 0 | 0 | 1697 | | | | | | | | | |
| 3 | 0 | 39 | 58 | 61 | 19 | 8 | 4 | 3 | 7 | 21 | 122 | 129 | 41 | 61 | 12 | 22 | 12 | 6 | 3 | 1 | 1638 | | | | | | | | | |
| 0 | 2 | 0 | 4 | 7 | 1 | 0 | 0 | 0 | 12 | 16 | 14 | 15 | 12 | 14 | 11 | 14 | 2 | 4 | 14 | 16 | 1699 | | | | | | | | | |
| 9 | 7 | 3 | 5 | 7 | 0 | 0 | 4 | 3 | 2 | 6 | 24 | 14 | 9 | 7 | 10 | 3 | 4 | 2 | 3 | 1 | 1700 | | | | | | | | | |
| 10 | 8 | 13 | 14 | 11 | 0 | 2 | 1 | 3 | 0 | 0 | 13 | 10 | 18 | 10 | 10 | 5 | 5 | 0 | 18 | 21 | 1701 | | | | | | | | | |
| 3 | 1 | 16 | 17 | 22 | 5 | 0 | 0 | 0 | 9 | 17 | 12 | 42 | 12 | 9 | 4 | 5 | 0 | 0 | 0 | 0 | 4702 | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 11 | 0 | 0 | 5 | 8 | 0 | 0 | 0 | 0 | 18.3 | | | | | | | | | |
| 8 | 6 | 7 | 7 | 2 | 1 | 5 | 0 | 0 | 6 | 3 | 10 | 12 | 5 | 6 | 4 | 6 | 3 | 0 | 3 | 12 | 1704 | | | | | | | | | |
| 4 | 0 | 36 | 80 | 99 | 6 | 2 | 15 | 26 | 27 | 38 | 176 | 142 | 66 | 99 | 51 | 22 | 12 | 19 | 66 | 66 | 1705 | | | | | | | | | |
| 6 | 2 | 16 | 3 | 4 | 1 | 0 | 0 | 0 | 2 | 12 | 6 | 8 | 2 | 1 | 3 | 2 | 3 | 1 | 0 | 0 | 1706 | | | | | | | | | |
| 2 | 0 | 8 | 2 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 4 | 12 | 9 | 6 | 0 | 0 | 0 | 0 | 1707 | | | | | | | | | |
| 3 | 4 | 10 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 4 | 9 | 16 | 4 | 5 | 0 | 0 | 0 | 0 | 1708 | | | | | | | | | |
| 10 | 12 | 10 | 5 | 9 | 0 | 0 | 0 | 3 | 6 | 7 | 1 | 5 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 3 | 1709 | | | | | | | | | |
| 80 | 0 | 64 | 198 | 0 | 22 | 0 | 26 | 0 | 257 | 0 | 242 | 0 | 225 | 0 | 143 | 0 | 78 | 0 | 156 | 0 | 1710 | | | | | | | | | |
| 207 | 0 | 553 | 0 | 14 | 0 | 109 | 0 | 227 | 0 | 870 | 0 | 870 | 0 | 313 | 0 | 185 | 0 | 136 | 0 | 248 | 1712 | | | | | | | | | |
| 1 | 0 | 112 | 177 | 86 | 48 | 8 | 17 | 54 | 146 | 198 | 276 | 330 | 153 | 188 | 106 | 126 | 57 | 33 | 0 | 0 | 1713 | | | | | | | | | |
| 13 | 15 | 25 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 15 | 15 | 15 | 6 | 10 | 4 | 4 | 3 | 3 | 4 | 2 | 1714 | | | | | | | | | |
| 44 | 39 | 14 | 44 | 33 | 3 | 18 | 0 | 0 | 15 | 27 | 19 | 21 | 16 | 25 | 15 | 19 | 15 | 19 | 1 | 2 | 1716 | | | | | | | | | |
| 4 | 4 | 10 | 0 | 0 | 0 | 0 | 3 | 1 | 3 | 5 | 8 | 6 | 0 | 5 | 5 | 7 | 0 | 0 | 0 | 0 | 1717 | | | | | | | | | |
| 4 | 8 | 12 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 6 | 6 | 6 | 8 | 8 | 4 | 4 | 0 | 0 | 16 | 8 | 1718 | | | | | | | | | |
| 8 | 1 | 7 | 0 | 1 | 0 | 0 | 0 | 12 | 3 | 17 | 3 | 17 | 2 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 1719 | | | | | | | | | |
| 2 | 0 | 6 | 4 | 5 | 0 | 0 | 1 | 3 | 0 | 0 | 6 | 9 | 3 | 7 | 3 | 4 | 8 | 4 | 0 | 0 | 1720 | | | | | | | | | |
| 14 | 6 | 20 | 2 | 4 | 0 | 0 | 0 | 3 | 20 | 10 | 16 | 8 | 8 | 12 | 3 | 3 | 0 | 0 | 0 | 0 | 1721 | | | | | | | | | |
| 2 | 2 | 4 | 2 | 16 | 4 | 4 | 3 | 20 | 0 | 0 | 3 | 12 | 3 | 6 | 1 | 1 | 2 | 6 | 5 | 14 | 1722 | | | | | | | | | |
| 2 | 0 | 9 | 16 | 16 | 5 | 1 | 0 | 0 | 5 | 4 | 9 | 13 | 6 | 3 | 9 | 11 | 0 | 0 | 0 | 0 | 1723 | | | | | | | | | |
| 4 | 2 | 8 | 1 | 2 | 0 | 0 | 0 | 6 | 1 | 12 | 2 | 4 | 7 | 11 | 2 | 0 | 0 | 0 | 0 | 0 | 1725 | | | | | | | | | |
| 0 | 2 | 15 | 1 | 7 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 8 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1726 | | | | | | | | | |
| 2 | 0 | 1 | 6 | 0 | 2 | 0 | 0 | 0 | 5 | 1 | 8 | 2 | 0 | 4 | 3 | 3 | 5 | 0 | 0 | 0 | 1727 | | | | | | | | | |
| 3 | 5 | 1 | 5 | 8 | 1 | 2 | 0 | 0 | 0 | 0 | 8 | 9 | 1 | 2 | 2 | 1 | 0 | 1 | 0 | 0 | 1728 | | | | | | | | | |
| 9 | 6 | 8 | 5 | 14 | 3 | 2 | 0 | 0 | 4 | 11 | 12 | 19 | 7 | 9 | 4 | 3 | 3 | 1 | 3 | 3 | 1729 | | | | | | | | | |
| 8 | 6 | 4 | 6 | 4 | 2 | 0 | 0 | 0 | 4 | 4 | 6 | 6 | 4 | 6 | 4 | 2 | 3 | 3 | 0 | 0 | 1731 | | | | | | | | | |
| 3 | 4 | 3 | 14 | 20 | 6 | 2 | 0 | 0 | 2 | 12 | 19 | 18 | 9 | 16 | 2 | 2 | 0 | 0 | 0 | 0 | 1732 | | | | | | | | | |
| 3 | 0 | 12 | 5 | 6 | 1 | 1 | 0 | 0 | 1 | 5 | 9 | 12 | 6 | 8 | 4 | 3 | 0 | 0 | 0 | 0 | 1733 | | | | | | | | | |

TABLE 6.—Statistics of

| State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|----------------------------|-----------------------------------|----------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | Male. | Female. | Male. | Female. | Male. | Female. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| NEW YORK—cont'd | | | | | | | | |
| 1734 Cooperstown | Union School and Academy. | Strong Comstock | 1 | 4 | 43 | 46 | 3 | 2 |
| 1735 Copenhagen | Union School (dept.). | F. A. Walker. | 1 | 1 | 30 | 50 | 4 | 1 |
| 1736 Cossackie | Union School and Academy. | George William Fairgrieve. | 1 | 1 | 15 | 25 | 1 | 2 |
| 1737 Crown Point | Union School | Thomas R. Kneil | 1 | 1 | 20 | 22 | 3 | 0 |
| 1738 Cuba | Union School (dept.). | J. E. Dewey | 1 | 1 | 40 | 41 | — | — |
| 1739 Dansville | do | F. J. Diamond, P. H. B. | 2 | 2 | 57 | 81 | 1 | 0 |
| 1740 De Ruyter | Union School | E. Winchell | 1 | 2 | 45 | 75 | 0 | 1 |
| 1741 Dryden | Union School and Academy. | M. J. Fletcher | 1 | 1 | 28 | 29 | 3 | 1 |
| 1742 Dunkirk | High School | Albert Leonard, A. M. | 1 | 3 | 27 | 46 | — | — |
| 1743 East Bloomfield | Union High School .. | Arthur E. Neeley | 2 | 0 | 10 | 13 | 0 | 1 |
| 1744 East Syracuse | do | S. McKee Smith. | 1 | 2 | 10 | 26 | — | — |
| 1745 Elba | High School | Chas. R. Loomis. | 1 | 0 | 1 | 5 | — | — |
| 1746 Elizabethtown | Union High School .. | H. D. Hoffnagle | 1 | 1 | 10 | 15 | 3 | 0 |
| 1747 Ellenville | do | Francis A. Woodward. | 0 | 3 | 14 | 30 | 6 | 1 |
| 1748 Ellicottsville | Union High School (dept.). | Charles E. Marshall. | 1 | 1 | 10 | 20 | — | — |
| 1749 Elmira | Free Academy | Herbert M. Lovell, A. B. | 1 | 6 | 172 | 137 | 6 | 0 |
| 1750 Fairport | Classical Union School. | Floyd J. Bartlett. | 1 | 2 | 63 | 104 | 10 | 15 |
| 1751 Fayetteville | Union High School (dept.). | Albert D. Whittier. | 1 | 2 | 31 | 54 | — | — |
| 1752 Flushing | High School | John Holley Clark. | 1 | 5 | 70 | 84 | 9 | 6 |
| 1753 Fonda | Union High School (dept.). | Charles A. Coons. | 1 | 0 | 9 | 13 | 3 | 0 |
| 1754 Fort Covington | Free Academy | Walter S. Flint. | 1 | 2 | 25 | 50 | — | — |
| 1755 Frankfort | Union High School (dept.). | Frank S. Tisdale, A. M. | 1 | 1 | 17 | 31 | — | — |
| 1756 Fort Edward | do | Thomas S. Vicker-man. | 1 | 2 | 2 | 21 | — | — |
| 1757 Frewsburg | do | P. E. Marshall | 2 | 1 | 27 | 33 | — | — |
| 1758 Friendship | Union High School and Academy. | A. H. Lewis | 1 | 3 | 22 | 38 | 4 | 15 |
| 1759 Fulton | do | B. G. Clapp. | 1 | 5 | 104 | 117 | 5 | 6 |
| 1760 Geneva | Classical and Union School. | W. H. Truesdale, A. M. | 1 | 4 | 38 | 45 | 15 | 10 |
| 1761 Glen Cove | High School (dept.). | C. W. Gould | 1 | 1 | 15 | 30 | — | — |
| 1762 Glens Falls | Union High School (dept.). | Sherman Williams | 0 | 5 | 27 | 69 | 1 | 0 |
| 1763 Gouverneur | Seminary and Union School. | James F. Tuthill | 2 | 2 | 33 | 71 | 3 | 2 |
| 1764 Granville | Academy | D. A. Lockwood | 0 | 16 | 20 | 30 | 5 | 1 |
| 1765 Greene | Union School and Academy (dept.). | Maurice E. Page | 1 | 1 | 13 | 21 | — | — |
| 1766 Greenport | Union High School (dept.). | Alfred W. Rogers | 1 | 2 | 16 | 26 | 3 | 2 |
| 1767 Greenwich | High School | C. L. Morey | 1 | 2 | 43 | 47 | 8 | 6 |
| 1768 Groton | Union School and Academy. | William E. Lockner, A. M. | 1 | 2 | 35 | 40 | 4 | 3 |
| 1769 Hamburg | Union School (dept.). | Andrew Spencer | 1 | 2 | 20 | 30 | 1 | 0 |
| 1770 Hamilton | do | C. H. Van Gyl | 1 | 2 | 50 | 100 | — | — |
| 1771 Hancock | Union School and Academy. | Lincoln R. Long | 1 | 2 | 21 | 34 | 3 | 1 |
| 1772 Havana | Union School (dept.). | Irving Green | 1 | 1 | 15 | 18 | — | — |
| 1773 Hempstead | Union School | A. E. Almy | 1 | 1 | 20 | 38 | — | — |
| 1774 Herkimer | Union School (dept.). | A. G. Miller, A. M. | 1 | 2 | 30 | 35 | 4 | 5 |

public high schools—Continued.

| Male Female. | | Total number of graduates, 1891. | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------|-----|----------------------------------|------------------------------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|-------|---------|--|--|--|--|--|--|--|--|
| | | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | | |
| | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | |
| --- | --- | 11 | 10 | 11 | 3 | 1 | 0 | 6 | 1 | 2 | 16 | 18 | 6 | 9 | 8 | 11 | 0 | 0 | 0 | 0 | 1734 | | | | | | | | | |
| 3 | 10 | 2 | 8 | 4 | 0 | 0 | 0 | 0 | 3 | 2 | 10 | 15 | 4 | 6 | 2 | 2 | 1 | 2 | 0 | 0 | 1735 | | | | | | | | | |
| 2 | 3 | 7 | 5 | 4 | 3 | 0 | 0 | 4 | 4 | 0 | 3 | 3 | 1 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 1736 | | | | | | | | | |
| 3 | 3 | 16 | 10 | 20 | 0 | 0 | 1 | 4 | 8 | 14 | 20 | 30 | 6 | 11 | 3 | 5 | 0 | 0 | 0 | 0 | 1737 | | | | | | | | | |
| 2 | 0 | 7 | 1 | 2 | 0 | 0 | 0 | 0 | 2 | 3 | 20 | 22 | 4 | 6 | 6 | 8 | 0 | 0 | 2 | 3 | 1740 | | | | | | | | | |
| 8 | 5 | 8 | 5 | 8 | 3 | 1 | 0 | 0 | 2 | 4 | 5 | 6 | 4 | 3 | 2 | 3 | 0 | 0 | 0 | 0 | 1741 | | | | | | | | | |
| 10 | 20 | 9 | 4 | 12 | 0 | 0 | 1 | 4 | 10 | 15 | 8 | 16 | 3 | 7 | 2 | 4 | 2 | 6 | 0 | 0 | 1742 | | | | | | | | | |
| 6 | 9 | --- | 3 | 4 | 0 | 1 | 0 | 0 | 0 | 2 | 6 | 12 | 0 | 2 | 2 | 3 | 0 | 0 | 0 | 3 | 1743 | | | | | | | | | |
| --- | --- | --- | 8 | 10 | 0 | 0 | 0 | 0 | 0 | 6 | 8 | 17 | 2 | 5 | 0 | 0 | 2 | 5 | 0 | 0 | 1744 | | | | | | | | | |
| --- | --- | --- | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1745 | | | | | | | | | |
| --- | --- | --- | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 10 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1746 | | | | | | | | | |
| 7 | 4 | 12 | 6 | 4 | 2 | 0 | 0 | 0 | 7 | 23 | 10 | 19 | 6 | 8 | 6 | 8 | 0 | 0 | 0 | 0 | 1747 | | | | | | | | | |
| --- | --- | --- | 2 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 5 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 1748 | | | | | | | | | |
| 56 | 24 | 34 | 71 | 37 | 6 | 0 | 0 | 0 | 14 | 14 | 85 | 111 | 35 | 40 | 55 | 45 | 20 | 15 | 0 | 0 | 1749 | | | | | | | | | |
| 15 | 20 | 11 | 20 | 30 | 6 | 7 | 0 | 0 | 5 | 1 | 15 | 20 | 6 | 8 | 9 | 7 | 8 | 9 | 0 | 0 | 1750 | | | | | | | | | |
| 2 | 3 | 7 | 4 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 8 | 0 | 2 | 1 | 6 | 0 | 0 | 0 | 0 | 1751 | | | | | | | | | |
| 7 | 2 | 15 | 29 | 38 | 5 | 4 | 8 | 5 | 12 | 20 | 24 | 30 | 10 | 12 | 4 | 2 | 12 | 15 | 10 | 12 | 1752 | | | | | | | | | |
| --- | --- | --- | 3 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 6 | 9 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1753 | | | | | | | | | |
| --- | --- | --- | 4 | 6 | 0 | 0 | 0 | 3 | 0 | 0 | 4 | 6 | 1 | 3 | 3 | 5 | 0 | 0 | 0 | 0 | 1754 | | | | | | | | | |
| --- | --- | --- | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 15 | 4 | 3 | 0 | 0 | 4 | 6 | 0 | 0 | 1755 | | | | | | | | | |
| 0 | 4 | --- | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 16 | 2 | 14 | 1 | 4 | 0 | 6 | 0 | 0 | 0 | 0 | 1756 | | | | | | | | | |
| --- | --- | --- | 16 | 5 | 0 | 0 | 0 | 0 | 5 | 6 | 6 | 4 | 4 | 4 | 3 | 5 | 5 | 5 | 0 | 0 | 1757 | | | | | | | | | |
| --- | --- | --- | 4 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 10 | 3 | 5 | 6 | 4 | 0 | 0 | 0 | 0 | 1758 | | | | | | | | | |
| 3 | 2 | 12 | 25 | 21 | 2 | 2 | 12 | 18 | 6 | 9 | 23 | 31 | 8 | 13 | 6 | 11 | 10 | 10 | 29 | 33 | 1759 | | | | | | | | | |
| 5 | 0 | 10 | 20 | 24 | 8 | 1 | 0 | 3 | 6 | 14 | 20 | 22 | 9 | 8 | 6 | 3 | 6 | 4 | 0 | 6 | 1760 | | | | | | | | | |
| --- | --- | --- | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 30 | 0 | 0 | 15 | 30 | 0 | 0 | 15 | 30 | 1761 | | | | | | | | | |
| 2 | 1 | 10 | 5 | 11 | 0 | 0 | 0 | 0 | 2 | 6 | 13 | 28 | 7 | 19 | 5 | 13 | 4 | 11 | 11 | 18 | 1762 | | | | | | | | | |
| --- | --- | --- | 10 | 12 | 3 | 5 | 1 | 2 | 6 | 20 | 24 | 47 | 0 | 0 | 5 | 2 | 6 | 0 | 0 | 0 | 1763 | | | | | | | | | |
| 2 | 2 | 2 | 7 | 10 | 5 | 1 | 0 | 0 | 0 | 3 | 4 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1764 | | | | | | | | | |
| --- | --- | --- | 5 | 6 | 0 | 0 | 0 | 0 | 3 | 2 | 3 | 10 | 4 | 7 | 4 | 7 | 0 | 0 | 0 | 0 | 1765 | | | | | | | | | |
| --- | --- | --- | 6 | 6 | 10 | 3 | 5 | 0 | 0 | 2 | 4 | 12 | 12 | 14 | 2 | 4 | 0 | 0 | 0 | 0 | 1766 | | | | | | | | | |
| 8 | 4 | 8 | 10 | 6 | 6 | 3 | 0 | 0 | 0 | 0 | 13 | 18 | 5 | 4 | 8 | 8 | 4 | 2 | 0 | 0 | 1767 | | | | | | | | | |
| 12 | 8 | 6 | 4 | 13 | 10 | 20 | 0 | 6 | 6 | 2 | 12 | 13 | 4 | 6 | 4 | 0 | 0 | 0 | 0 | 0 | 1768 | | | | | | | | | |
| 10 | 7 | 6 | 4 | 10 | 0 | 0 | 0 | 0 | 2 | 5 | 10 | 20 | 6 | 8 | 5 | 6 | 5 | 6 | 5 | 5 | 1769 | | | | | | | | | |
| --- | --- | --- | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 20 | 0 | 0 | 10 | 20 | 0 | 0 | 10 | 20 | 1770 | | | | | | | | | |
| 4 | 3 | 8 | 7 | 12 | 2 | 1 | 0 | 0 | 4 | 2 | 6 | 11 | 7 | 5 | 6 | 4 | 5 | 7 | 0 | 0 | 1771 | | | | | | | | | |
| --- | --- | --- | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1772 | | | | | | | | | |
| --- | --- | --- | 10 | 2 | 11 | 0 | 0 | 0 | 0 | 6 | 10 | 7 | 21 | 1 | 0 | 0 | 0 | 0 | 0 | 4 | 1773 | | | | | | | | | |
| 4 | 1 | 9 | 9 | 13 | 2 | 3 | 0 | 0 | 2 | 4 | 8 | 11 | 5 | 6 | 4 | 4 | 0 | 0 | 0 | 0 | 1774 | | | | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "second-ary." | | Number of students in second-ary grade. | | Number preparing for college classical course. | |
|-----------------|------------------------|--------------------------------|---------------------------|--------------------------------------|---------|---|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| NEW YORK—cont'd | | | | | | | | | |
| 1775 | Holland Patent. | Union School (dept.). | William S. Knowl-son. | 1 | 1 | 45 | 63 | 3 | 2 |
| 1776 | Holley | Union School and Academy. | Herbert G. Reed... | 1 | 2 | 7 | 6 | 1 | 3 |
| 1777 | Homer | Union High School (dept.). | L. H. Tuthill | 1 | 2 | 22 | 30 | 3 | 0 |
| 1778 | Hoosick Falls |do | John E. Shull | 2 | 1 | 32 | 51 | 3 | 0 |
| 1779 | Hornellsville | Hornell Free Acad-emy. | W. R. Prentice | 0 | 7 | 63 | 127 | 2 | 4 |
| 1780 | Horse Head | Union High School (dept.). | P. T. Marshall | 1 | 2 | 15 | 30 | 0 | 10 |
| 1781 | Hudson | High School | F. J. Sagendorph, A. M. | 1 | 1 | 22 | 34 | 2 | 0 |
| 1782 | Huntington |do | C. J. Jennings | 1 | 3 | 30 | 60 | 5 | 3 |
| 1783 | Ilion | Union High School and Academy. | Judson I. Wood | 1 | 5 | 69 | 117 | --- | --- |
| 1784 | Ithaca | High School | Daniel O. Barto | 3 | 6 | 167 | 244 | 7 | 6 |
| 1785 | Jamestown |do | Rooillius R. Rogers | 3 | 8 | 85 | 124 | 25 | 14 |
| 1786 | Johnstown |do | William S. Snyder | 1 | 3 | 53 | 90 | 6 | 11 |
| 1787 | Jordan | Free Academy | John W. Chandler | 1 | 23 | 23 | 40 | 2 | 0 |
| 1788 | Keesville | Union School (dept.). | A. W. Dyke | 1 | 1 | 10 | 15 | --- | --- |
| 1789 | Kingston | Academy | Henry White Cal-lahan. | 2 | 6 | 126 | 175 | 10 | 0 |
| 1790 | Leonardsville | Union School and Academy. | Charles H. Weller | 1 | 1 | 20 | 33 | 1 | 1 |
| 1791 | Limestone |do | J. M. Grimes, A. M. | 0 | 4 | 30 | 25 | 4 | 3 |
| 1792 | Lisle | Union School (dept.). | Geo. B. Benedict | 1 | 2 | 24 | 25 | --- | --- |
| 1793 | Little Falls |do | Marcellus Oakey, A. M. | 1 | 3 | 49 | 62 | 9 | 3 |
| 1794 | Little Valley | Union School | G. W. Boyce | 0 | 3 | 79 | 119 | --- | --- |
| 1795 | Liverpool | Union School and Academy. | William S. Mur-ray, B. S. | 1 | 1 | 6 | 6 | 1 | 0 |
| 1796 | Lockport | Union School (dept.). | Asher B. Evans, A. M. | 4 | 4 | 144 | 190 | 2 | 1 |
| 1797 | Lyons |do | W. H. Kinney | 4 | 1 | 51 | 83 | 10 | 0 |
| 1798 | Madison | Union School and Academy. | Jay Badgley | 1 | 0 | 6 | 8 | --- | --- |
| 1799 | Malone | Franklin Academy | E. D. Merriman | 2 | 3 | 41 | 58 | 4 | 3 |
| 1800 | Manlius | Union School (dept.). | Geo. E. Bullis | 0 | 5 | 24 | 27 | 4 | 2 |
| 1801 | Massena | Union School and Academy. | M. H. Kinsley, B. S. | 1 | 1 | 36 | 31 | --- | --- |
| 1802 | Mayville |do | W. M. Pierce | 1 | 2 | 22 | 31 | 2 | 1 |
| 1803 | Medina | Free Academy | Charles E. Allen | 1 | 3 | 63 | 96 | 4 | 0 |
| 1804 | Middletown |do | Henry H. Roberts | 2 | 2 | 50 | 70 | 8 | 2 |
| 1805 | Mohawk | Union School (dept.). | W. B. Stearns | 1 | 2 | 12 | 23 | 2 | 0 |
| 1806 | Montgomery |do | Reuben Fraser | 1 | 2 | 40 | 47 | 2 | 0 |
| 1807 | Moravia |do | J. D. Bigelow | 1 | 2 | 35 | 30 | 5 | 2 |
| 1808 | Morris | Union Academic School. | W. D. Johnson | 1 | 1 | 21 | 27 | --- | --- |
| 1809 | Mount Morris | Union School and Academy. | Frank Cuddbick | 1 | 2 | 16 | 47 | --- | --- |
| 1810 | Naples | Union School (dept.). | Burr W. Mosher | 1 | 2 | 24 | 20 | 0 | 1 |
| 1811 | Newark | Union School and Academy. | J. W. Robinson | 1 | 2 | 35 | 57 | 9 | 8 |
| 1812 | Newark Valley | Union School (dept.). | W. H. Ryan | 1 | 3 | 40 | 35 | 3 | 0 |
| 1813 | New Berlin | Union School | S. J. Gibson | 1 | 5 | 25 | 28 | 1 | 0 |
| 1814 | Newburg | Free Academy | James W. Crane | 5 | 5 | 100 | 125 | 15 | 5 |
| 1815 | New York | Central Evening High School. | George White | 28 | 0 | 1,212 | 0 | --- | --- |
| 1816 |do | Eastside Evening High School. | Wilbur F. Hudson | 23 | 0 | 1,300 | 0 | --- | --- |
| 1817 |do | Long Island City High School. | Mrs. M. E. Guirey | 0 | 2 | 14 | 72 | --- | --- |

public high schools—Continued.

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------|----------------------------------|-------|---------|-------|---------|-------|---------|-------|---------|-------|----------|-------|-----------|-------|----------|-------|------------|-------|------------------|-------|---------|-------|---------|-------|---------|-------|---------|--|--|
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male. | Female. | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | |
| 0 | 0 | 8 | 6 | 10 | 3 | 0 | 0 | 0 | 1 | 2 | 11 | 19 | 4 | 7 | 27 | 7 | 6 | 10 | 0 | 0 | 1775 | | | | | | | | | |
| | | | 4 | 10 | 1 | 0 | 0 | 0 | 0 | 7 | 4 | 5 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 1776 | | | | | | | | | |
| 2 | 2 | 6 | 10 | 14 | 7 | 0 | 0 | 0 | 4 | 10 | 5 | 15 | 5 | 1 | 4 | 2 | 0 | 0 | 0 | 0 | 1777 | | | | | | | | | |
| 2 | 0 | 16 | 6 | 11 | 2 | 0 | 6 | 9 | 0 | 0 | 21 | 41 | 8 | 10 | 8 | 10 | 9 | 15 | 0 | 0 | 1778 | | | | | | | | | |
| 2 | 0 | 20 | 10 | 45 | 1 | 4 | 0 | 0 | 4 | 16 | 25 | 40 | 15 | 20 | 5 | 6 | 0 | 0 | 0 | 0 | 1779 | | | | | | | | | |
| 2 | 4 | 6 | 0 | 10 | 0 | 0 | 1 | 6 | 0 | 0 | 5 | 20 | 4 | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 1780 | | | | | | | | | |
| 3 | 0 | 8 | 10 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 24 | 4 | 12 | 1 | 3 | 3 | 13 | 0 | 0 | 1781 | | | | | | | | | |
| | | 10 | 20 | 30 | 1 | 5 | 0 | 0 | 8 | 10 | 10 | 15 | 4 | 6 | 0 | 0 | 2 | 8 | 20 | 30 | 1782 | | | | | | | | | |
| | | 17 | 4 | 9 | 2 | 0 | 0 | 0 | 7 | 24 | 26 | 28 | 7 | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 1783 | | | | | | | | | |
| 49 | 0 | 40 | 26 | 47 | 6 | 5 | 4 | 11 | 29 | 41 | 81 | 43 | 55 | 47 | 27 | 19 | 0 | 0 | 0 | 0 | 1784 | | | | | | | | | |
| 11 | 9 | 25 | 39 | 26 | 10 | 4 | 3 | 3 | 5 | 23 | 55 | 70 | 33 | 31 | 10 | 8 | 16 | 3 | 0 | 0 | 1785 | | | | | | | | | |
| 5 | 10 | 5 | 6 | 9 | 0 | 2 | 0 | 0 | 0 | 3 | 12 | 9 | 8 | 3 | 7 | 0 | 0 | 3 | 7 | 0 | 1786 | | | | | | | | | |
| 0 | 0 | 5 | 5 | 11 | 1 | 0 | 0 | 0 | 0 | 2 | 11 | 18 | 1 | 6 | 2 | 8 | 0 | 0 | 0 | 0 | 1787 | | | | | | | | | |
| 1 | 0 | 1 | 3 | 3 | 0 | 0 | 0 | 0 | 2 | 2 | 7 | 10 | 3 | 3 | 2 | 1 | 1 | 1 | 0 | 0 | 1788 | | | | | | | | | |
| | | 20 | 30 | 15 | 7 | 0 | 1 | 20 | 10 | 15 | 15 | 26 | 16 | 19 | 10 | 4 | 10 | 6 | 0 | 0 | 1789 | | | | | | | | | |
| | | | 4 | 6 | 7 | 0 | 0 | 0 | 0 | 1 | 4 | 16 | 8 | 3 | 7 | 3 | 7 | 0 | 0 | 0 | 1790 | | | | | | | | | |
| | | | 3 | 2 | 4 | 0 | 0 | 0 | 0 | 1 | 4 | 4 | 6 | 0 | 2 | 6 | 2 | 2 | 0 | 0 | 1791 | | | | | | | | | |
| | | | 1 | 6 | 3 | 0 | 0 | 0 | 0 | 0 | 10 | 12 | 4 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 1792 | | | | | | | | | |
| 7 | 0 | 11 | 19 | 33 | 1 | 0 | 0 | 3 | 9 | 31 | 25 | 41 | 10 | 6 | 13 | 26 | 0 | 0 | 0 | 0 | 1793 | | | | | | | | | |
| | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 5 | 2 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 1794 | | | | | | | | | |
| | | | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 1 | 4 | 2 | 0 | 3 | 2 | 0 | 0 | 0 | 1795 | | | | | | | | | |
| 14 | 7 | 12 | 34 | 38 | 0 | 0 | 0 | 15 | 18 | 36 | 65 | 73 | 14 | 16 | 22 | 33 | 8 | 2 | 0 | 0 | 1796 | | | | | | | | | |
| 8 | 15 | 10 | 21 | 28 | 4 | 0 | 1 | 5 | 1 | 6 | 15 | 17 | 9 | 12 | 7 | 5 | 0 | 0 | 0 | 0 | 1797 | | | | | | | | | |
| | | | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 5 | 7 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 1798 | | | | | | | | | |
| 0 | 0 | 4 | 18 | 20 | 3 | 4 | 3 | 11 | 6 | 12 | 27 | 30 | 13 | 16 | 12 | 16 | 7 | 7 | 0 | 0 | 1799 | | | | | | | | | |
| | | | 3 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 8 | 8 | 6 | 5 | 4 | 3 | 0 | 0 | 2 | 4 | 1800 | | | | | | | | | |
| 7 | 1 | 5 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 9 | 4 | 4 | 7 | 2 | 0 | 0 | 5 | 3 | 1801 | | | | | | | | | |
| 10 | 3 | 4 | 3 | 8 | 2 | 3 | 0 | 0 | 1 | 10 | 4 | 7 | 2 | 4 | 2 | 1 | 2 | 1 | 0 | 2 | 1802 | | | | | | | | | |
| 8 | 5 | 14 | 4 | 0 | 4 | 0 | 8 | 5 | 8 | 5 | 43 | 74 | 43 | 74 | 43 | 74 | 43 | 74 | 43 | 74 | 1803 | | | | | | | | | |
| 10 | 5 | 10 | 27 | 33 | 6 | 1 | 0 | 0 | 9 | 14 | 31 | 50 | 14 | 18 | 20 | 29 | 1 | 5 | 0 | 0 | 1804 | | | | | | | | | |
| | | | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 10 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 1805 | | | | | | | | | |
| | | | 7 | 3 | 7 | 0 | 0 | 0 | 0 | 0 | 6 | 10 | 2 | 7 | 2 | 4 | 0 | 0 | 0 | 0 | 1806 | | | | | | | | | |
| | | | 7 | 14 | 10 | 5 | 0 | 0 | 0 | 0 | 22 | 25 | 6 | 5 | 7 | 2 | 0 | 0 | 0 | 0 | 1807 | | | | | | | | | |
| | | | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 15 | 10 | 11 | 13 | 16 | 15 | 20 | 0 | 0 | 1808 | | | | | | | | | |
| | | | 5 | 4 | 17 | 1 | 0 | 0 | 3 | 1 | 6 | 5 | 10 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 1809 | | | | | | | | | |
| | | | 14 | 7 | 3 | 1 | 1 | 0 | 0 | 4 | 2 | 15 | 6 | 4 | 5 | 5 | 0 | 0 | 0 | 0 | 1810 | | | | | | | | | |
| 12 | 6 | 10 | 8 | 13 | 1 | 0 | 0 | 0 | 2 | 6 | 11 | 19 | 7 | 8 | 6 | 4 | 4 | 0 | 0 | 0 | 1811 | | | | | | | | | |
| | | | 6 | 14 | 10 | 5 | 0 | 0 | 0 | 4 | 3 | 15 | 10 | 1 | 6 | 4 | 12 | 0 | 0 | 0 | 1812 | | | | | | | | | |
| | | | 5 | 4 | 1 | 0 | 0 | 0 | 0 | 1 | 8 | 8 | 9 | 1 | 3 | 4 | 0 | 0 | 0 | 0 | 1813 | | | | | | | | | |
| 8 | 12 | 46 | 30 | 28 | 8 | 1 | 3 | 10 | 0 | 0 | 100 | 125 | 44 | 52 | 22 | 23 | 22 | 24 | 78 | 86 | 1814 | | | | | | | | | |
| | | 227 | 9 | 0 | 0 | 0 | 23 | 0 | 59 | 0 | 15 | 0 | 15 | 0 | 0 | 0 | 14 | 0 | 0 | 0 | 1815 | | | | | | | | | |
| | | | 36 | 22 | 0 | 0 | 73 | 0 | 120 | 0 | 20 | 0 | 18 | 0 | 0 | 0 | 22 | 0 | 0 | 0 | 1816 | | | | | | | | | |
| | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 73 | 1817 | | | | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|------|------------------------|------------------------------------|---------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | NEW YORK—con'd. | | | | | | | | |
| 1818 | Niagara Falls... | Union School (dept.) | Nathaniel L. Benham. | 0 | 4 | 51 | 86 | 0 | 0 |
| 1819 | Nicols | do | Irving F. Stetler. | 1 | 1 | 8 | 12 | 1 | 0 |
| 1820 | North Brookfield | Union School and Academy. | F. W. Crumb, A. M. | 0 | 3 | 12 | 16 | 6 | 5 |
| 1821 | North Tarrytown | Union School (dept.) | Nathan H. Dumond. | 1 | 1 | 27 | 16 | | |
| 1822 | Norwood | Union School and Academy. | Edwin F. McDonald. | 1 | 1 | 35 | 40 | 2 | 0 |
| 1823 | Nunda | Union School | William Alvah Stewart. | 1 | 1 | 23 | 24 | | |
| 1824 | Nyack | do | Ira H. Lawton | 1 | 3 | 26 | 31 | | |
| 1825 | Oglenburg | Free Academy | W. C. Kruse | 2 | 3 | 90 | 113 | 8 | 3 |
| 1826 | Olean | High School | A. B. Davis | 0 | 6 | 60 | 89 | 2 | 3 |
| 1827 | Oneida | Union School | F. W. Jennings, A. M. | 1 | 4 | 18 | 68 | 17 | 65 |
| 1828 | Onconta | do | Nathaniel N. Bull. | 0 | 4 | 18 | 26 | 1 | 1 |
| 1829 | Onondaga Valley | Free Academy | E. D. Niles | 1 | 3 | 50 | 75 | 1 | 1 |
| 1830 | Oswego | High School | Charles W. Richards. | 1 | 5 | 85 | 143 | 15 | 11 |
| 1831 | Ovid | Union School and Academy. | S. G. Harris, A. M. | 0 | 2 | 23 | 27 | 0 | 2 |
| 1832 | Oyster Bay | Union School (dept.) | Sidney R. Coovey .. | 1 | 0 | 2 | 5 | | |
| 1833 | Palatine Bridge. | do | Nathan G. Kingsley. | 1 | 0 | 7 | 1 | 1 | 0 |
| 1834 | Palmyra | Classical Union School (dept.) | Geo. W. Pye | 2 | 2 | 41 | 60 | 10 | 4 |
| 1835 | Parish | Union School | E. E. Schribner | 1 | 2 | 36 | 70 | | |
| 1836 | Patchogue | Union School (dept.) | W. E. Gordon | 1 | 3 | 23 | 41 | 1 | 0 |
| 1837 | Pekskill | Drum Hill U. F. School. | John Miller | 1 | 5 | 68 | 89 | | |
| 1838 | Penn Yan | Academy | F. T. Schultz | 2 | 2 | 49 | 110 | 5 | 8 |
| 1839 | Perry | Union School | Mary E. Calton | 0 | 5 | 30 | 44 | 6 | 8 |
| 1840 | Phelps | Union and Classical School. | D. D. Edgerton, A. M. | 1 | 2 | 26 | 27 | 4 | 4 |
| 1841 | Phoenix | Academy | De Forest A. Preston. | 1 | 6 | 60 | 50 | | |
| 1842 | Pittsford | Union School (dept.) | Edwin J. Howe | 1 | 0 | 12 | 18 | 2 | 1 |
| 1843 | Plattsburg | High School | H. D. Woodward | 2 | 5 | 119 | 87 | 18 | 11 |
| 1844 | Port Byron | Free School and Academy. | William L. Harris, A. B. | 1 | 2 | 35 | 50 | 0 | 2 |
| 1845 | Port Chester | Union Free School .. | John C. Rockwell .. | 1 | 1 | 16 | 20 | 3 | 0 |
| 1846 | Port Henry | Union School and Academy. | P. F. Burke | 1 | 2 | 19 | 40 | 1 | 1 |
| 1847 | Port Jervis | High School | J. M. Dolph | 1 | 4 | 44 | 110 | 10 | 8 |
| 1848 | Portville | Union School (dept.) | W. Hazelton Smith .. | 1 | 1 | 16 | 17 | 2 | 0 |
| 1849 | Poughkeepsie .. | High School | James Winne, A. M. | 1 | 4 | 37 | 89 | | |
| 1850 | Prattsburg | Franklin Academy and Union School. | Curtis B. Miller | 1 | 4 | 35 | 42 | 3 | 0 |
| 1851 | Pulaski | Academy | William C. Gorman. | 1 | 2 | 40 | 42 | 5 | 4 |
| 1852 | Rhinebeck | Union School | Theodore S. Barnes. | 1 | 0 | 18 | 22 | | |
| 1853 | Richfield Springs | Union School and Academy. | J. Anthony Bassett, A. M. | 1 | 2 | 27 | 57 | 2 | 3 |
| 1854 | Rochester | Free Academy | John G. Allen | 5 | 16 | 296 | 478 | 140 | 85 |
| 1855 | Rondout | Ulster Academy | William E. Buntten. | 2 | 5 | 73 | 85 | 3 | 1 |
| 1856 | Roxbury | High School | John Y. Smith | 1 | 1 | 16 | 14 | | |
| 1857 | Rushford | Union School | Edward Maguire | 1 | 1 | 26 | 24 | 1 | 0 |
| 1858 | Rushville | do | Frederick W. Fisher. | 1 | 1 | 9 | 5 | | |
| 1859 | Sag Harbor | Union School (dept.) | John Jay Harrison .. | 1 | 1 | 10 | 24 | 1 | 0 |
| 1860 | Salamanca | do | A. H. Sage | 2 | 2 | 36 | 46 | 3 | 0 |

public high schools—Continued.

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----|----------------------------------|-----|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|-------|---------|--|--|--|--|--|--|--|--|
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | | |
| | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | |
| 3 | 3 | 12 | 6 | 2 | 0 | 0 | 0 | 0 | 8 | 12 | 10 | 14 | 0 | 4 | 4 | 6 | 6 | 6 | 0 | 0 | 1818 | | | | | | | | | | |
| 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 1819 | | | | | | | | | | |
| 6 | 11 | 5 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 7 | 7 | 4 | 8 | 3 | 6 | 2 | 8 | 9 | 1820 | | | | | | | | | | |
| --- | --- | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 16 | 2 | 5 | 4 | 8 | 0 | 0 | 0 | 0 | 1821 | | | | | | | | | | |
| 4 | 0 | 33 | 10 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 12 | 10 | 8 | 14 | 16 | 12 | 11 | 30 | 32 | 1822 | | | | | | | | | | |
| --- | --- | 5 | 20 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 7 | 1823 | | | | | | | | | | |
| --- | --- | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 9 | 7 | 9 | 15 | 15 | 4 | 7 | 0 | 0 | 1824 | | | | | | | | | | |
| --- | --- | 34 | 28 | 35 | 10 | 2 | 5 | 12 | 0 | 0 | 20 | 20 | 18 | 19 | 10 | 19 | 9 | 9 | 40 | 57 | 1825 | | | | | | | | | | |
| 5 | 0 | 14 | 10 | 18 | 1 | 1 | 0 | 4 | 8 | 25 | 30 | 35 | 8 | 13 | 10 | 4 | 3 | 0 | 0 | 1826 | | | | | | | | | | | |
| 2 | 0 | 11 | 12 | 25 | 2 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 0 | 6 | 7 | 1827 | | | | | | | | | | |
| --- | --- | 5 | 1 | 3 | 0 | 1 | 0 | 5 | 1 | 0 | 12 | 16 | 4 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 1828 | | | | | | | | | | |
| 18 | 6 | 6 | 8 | 12 | 1 | 1 | 3 | 8 | 5 | 12 | 25 | 40 | 10 | 15 | 15 | 10 | 4 | 5 | 3 | 5 | 1829 | | | | | | | | | | |
| 2 | 0 | 14 | 20 | 25 | 6 | 1 | 0 | 0 | 0 | 0 | 40 | 60 | 10 | 20 | 8 | 14 | 7 | 5 | 15 | 25 | 1830 | | | | | | | | | | |
| 4 | 8 | 2 | 9 | 12 | 0 | 2 | 0 | 0 | 3 | 6 | 5 | 5 | 2 | 7 | 5 | 5 | 0 | 0 | 0 | 0 | 1831 | | | | | | | | | | |
| 1 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 0 | 0 | 2 | 5 | 0 | 0 | 1 | 5 | 1832 | | | | | | | | | | |
| 5 | 1 | 5 | 7 | 0 | 2 | 0 | 0 | 0 | 5 | 0 | 4 | 0 | 7 | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 1833 | | | | | | | | | | |
| 0 | 1 | 14 | 8 | 12 | 5 | 2 | 0 | 0 | 6 | 20 | 8 | 15 | 10 | 12 | 4 | 4 | 3 | 4 | 0 | 0 | 1834 | | | | | | | | | | |
| --- | --- | 6 | 6 | 0 | 1 | 0 | 6 | 2 | 7 | 6 | 5 | 6 | 4 | 2 | 3 | 2 | 0 | 0 | 0 | 0 | 1835 | | | | | | | | | | |
| 2 | 2 | 12 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 22 | 7 | 11 | 16 | 22 | 6 | 8 | 10 | 22 | 1836 | | | | | | | | | | |
| --- | --- | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 26 | 4 | 4 | 8 | 26 | 0 | 0 | 0 | 0 | 1837 | | | | | | | | | | |
| 2 | 0 | 9 | 12 | 28 | 4 | 4 | 0 | 14 | 8 | 14 | 16 | 47 | 8 | 23 | 9 | 12 | 2 | 7 | 12 | 24 | 1838 | | | | | | | | | | |
| 10 | 12 | 15 | 2 | 8 | 0 | 0 | 0 | 0 | 4 | 10 | 14 | 16 | 6 | 10 | 5 | 3 | 0 | 0 | 15 | 20 | 1839 | | | | | | | | | | |
| 5 | 2 | 3 | 4 | 8 | 0 | 0 | 0 | 6 | 10 | 10 | 10 | 12 | 4 | 2 | 4 | 3 | 1 | 0 | 0 | 0 | 1840 | | | | | | | | | | |
| 5 | 10 | 6 | 5 | 15 | 0 | 0 | 12 | 20 | 3 | 5 | 15 | 15 | 8 | 12 | 16 | 10 | 8 | 6 | 0 | 0 | 1841 | | | | | | | | | | |
| 4 | 6 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 15 | 4 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1842 | | | | | | | | | | |
| 23 | 10 | 14 | 23 | 18 | 18 | 11 | 12 | 7 | 9 | 13 | 23 | 31 | 18 | 11 | 12 | 13 | 12 | 13 | 23 | 31 | 1843 | | | | | | | | | | |
| 6 | 6 | 1 | 5 | 4 | 0 | 1 | 0 | 0 | 0 | 4 | 6 | 10 | 10 | 10 | 2 | 2 | 3 | 1 | 0 | 0 | 1844 | | | | | | | | | | |
| 2 | 4 | 8 | 14 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 22 | 14 | 22 | 14 | 22 | 14 | 22 | 14 | 22 | 1845 | | | | | | | | | | |
| 2 | 1 | 3 | 9 | 13 | 0 | 4 | 3 | 0 | 0 | 0 | 11 | 18 | 5 | 4 | 7 | 0 | 0 | 0 | 1 | 0 | 1846 | | | | | | | | | | |
| 8 | 2 | 27 | 12 | 22 | 4 | 2 | 0 | 0 | 22 | 51 | 18 | 24 | 22 | 28 | 8 | 9 | 2 | 5 | 0 | 0 | 1847 | | | | | | | | | | |
| 5 | 3 | 5 | 3 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 4 | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 1848 | | | | | | | | | | |
| 5 | 11 | 25 | 22 | 45 | 9 | 0 | 0 | 0 | 0 | 0 | 32 | 69 | 19 | 53 | 8 | 17 | 0 | 0 | 0 | 0 | 1849 | | | | | | | | | | |
| 1 | 0 | 4 | 4 | 9 | 4 | 0 | 2 | 0 | 1 | 3 | 4 | 5 | 3 | 4 | 3 | 4 | 1 | 0 | 0 | 0 | 1850 | | | | | | | | | | |
| 2 | 0 | 4 | 10 | 12 | 1 | 1 | 0 | 0 | 3 | 2 | 15 | 14 | 8 | 6 | 8 | 5 | 4 | 2 | 5 | 1 | 1851 | | | | | | | | | | |
| --- | --- | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 2 | 0 | 4 | 2 | 2 | 1 | 0 | 0 | 1852 | | | | | | | | | | |
| --- | --- | 8 | 3 | 10 | 0 | 0 | 0 | 5 | 0 | 0 | 13 | 25 | 1 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 1853 | | | | | | | | | | |
| 50 | 40 | 176 | 214 | 279 | 57 | 38 | 0 | 0 | 31 | 43 | 117 | 181 | 72 | 125 | 103 | 336 | 95 | 224 | 243 | 421 | 1854 | | | | | | | | | | |
| 2 | 2 | 20 | 3 | 11 | 0 | 1 | 0 | 5 | 4 | 10 | 18 | 22 | 15 | 20 | 12 | 10 | 4 | 0 | 0 | 0 | 1855 | | | | | | | | | | |
| --- | --- | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 6 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 1856 | | | | | | | | | | |
| --- | --- | 3 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 4 | 1 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 1857 | | | | | | | | | | |
| --- | --- | 3 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 4 | 0 | 3 | 2 | 5 | 1 | 0 | 0 | 3 | 2 | 1858 | | | | | | | | | | |
| --- | --- | 1 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 2 | 11 | 0 | 1 | 1 | 5 | 0 | 0 | 1 | 1 | 1859 | | | | | | | | | | |
| 9 | 5 | 6 | 5 | 7 | 3 | 0 | 2 | 0 | 7 | 8 | 13 | 25 | 4 | 4 | 3 | 4 | 6 | 2 | 0 | 0 | 1860 | | | | | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|-----------------|------------------------|--|---------------------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| NEW YORK—cont'd | | | | | | | | | |
| 1861 | Sandy Creek | Union School and Academy. | Robert A. McDonald. | 1 | 2 | 68 | 76 | 4 | 0 |
| 1862 | Sandy Hill..... | do | Francis A. Tefft... | 1 | 4 | 40 | 70 | 0 | 1 |
| 1863 | Saratoga Springs | High School | Welland Hendrick. | 2 | 3 | 62 | 87 | 3 | 0 |
| 1864 | Savannah | Union School | Charles G. Plumb. | 1 | 0 | 3 | 10 | | |
| 1865 | Schenectady..... | Union Classical Institute. | Charles S. Halsey. | 1 | 5 | 79 | 101 | 32 | 5 |
| 1866 | Schenevus | Union School | Floyd S. Lowell .. | 1 | 2 | 9 | 23 | | |
| 1867 | Schoharie | Academy | Solomon Sias, A.M., M.D., F.A.A.S. | 2 | 1 | 44 | 28 | 5 | 0 |
| 1868 | Schuylerville.... | Union School | W. L. Weedon, A.M. | 1 | 2 | 38 | 34 | 3 | 0 |
| 1869 | Scio | High School (dept.) | James M. Reed | 1 | 1 | 20 | 40 | | |
| 1870 | Sherburne..... | Union School and Academy. | W. D. Mauro | 0 | 3 | 13 | 41 | 3 | 4 |
| 1871 | Sidney..... | High School | Martin H. Walrath, A.B. | 1 | 3 | 14 | 19 | 2 | 1 |
| 1872 | Silver Creek..... | Union School and Academy. | Arthur M. Preston | 2 | 1 | 22 | 37 | 6 | 5 |
| 1873 | Sinclairville.... | Academy | F. H. Hall | 1 | 2 | 23 | 37 | | |
| 1874 | Sing Sing | High School | Miss Ida W. Bennett. | 0 | 3 | 20 | 40 | | |
| 1875 | Skaneateles | Academy and Union School. | H. F. Miner | 1 | 3 | 45 | 53 | 2 | 2 |
| 1876 | Smithville Flats | Union School and Academy. | J. H. Murray | 1 | 1 | 13 | 19 | | |
| 1877 | Spencer | Union School (dept.) | S. K. Marsh | 1 | 1 | 20 | 40 | 0 | 2 |
| 1878 | Springville | Griffith Institute and Springville Union School. | Robert W. Hughes, A.M. | 1 | 3 | 70 | 99 | 11 | 14 |
| 1879 | Stamford | Seminary and Union School. | O. J. Blakesley.... | 3 | 5 | 65 | 70 | 5 | 6 |
| 1880 | Stillwater | High School | Alexander Falconer. | 1 | 1 | 19 | 28 | 2 | 3 |
| 1881 | Tonawanda..... | Union School (dept.) | Henry Pease, A.M. | 2 | 0 | 7 | 14 | 3 | 0 |
| 1882 | Trenton | High School (dept., Dist. No. 1). | John G. Williams. | 1 | 0 | 14 | 21 | | |
| 1883 | Troy | High School | Leigh R. Hunt | 4 | 3 | 94 | 142 | 16 | 2 |
| 1884 | Trumansburg... | Union School (dept.) | Henry D. Hopkins, A.B. | 1 | 1 | 15 | 22 | | |
| 1885 | Union Springs.. | High school | Arthur M. Seekell. | 1 | 1 | 26 | 23 | | |
| 1886 | Utica | Academy | George Carlton Sawyer. | 4 | 5 | 143 | 177 | 27 | 13 |
| 1887 | Valatie | Union School | Charles A. Coons. | 1 | 2 | 16 | 16 | 1 | 0 |
| 1888 | Vernon | Union School (dept.) | Eldridge R. Adams | 1 | 1 | 21 | 31 | | |
| 1889 | Walton | do | James R. Fairgrieve. | 1 | 3 | 47 | 49 | 14 | 2 |
| 1890 | Warrensburg ... | Union School and Academy. | Fred N. Moulton.. | 1 | 0 | 5 | 5 | 1 | 0 |
| 1891 | Warsaw | do | Irving B. Smith... | 2 | 2 | 80 | 84 | 15 | 7 |
| 1892 | Warwick | Worwick Institute... | William Day Smith. | 1 | 2 | 15 | 25 | 4 | 0 |
| 1893 | Waterford..... | Union School (dept.) | H. L. Benton | 1 | 2 | 20 | 35 | | |
| 1894 | Waterloo | Union School | A. R. Snow | 2 | 1 | 53 | 79 | | |
| 1895 | Watertown | High School | F. D. Shaver | 2 | 8 | 121 | 140 | 16 | 3 |
| 1896 | Waterville | Union School and Academy. | Arthur M. Wright. | 1 | 4 | 83 | 87 | 6 | 4 |
| 1897 | Watkins | do | Samuel S. Johnson | 1 | 7 | 48 | 52 | 1 | 2 |
| 1898 | Webster | Union School (dept.) | Frank D. Boynton, A.B. | 1 | 1 | 26 | 29 | | |
| 1899 | Wellsville | Union School and Academy. | Curtis M. Harding. | 2 | 1 | 30 | 50 | 2 | 3 |
| 1900 | Westchester..... | Union School, No. 1 (dept.) | Michael E. Devlin. | 2 | 0 | 25 | 20 | 25 | 20 |

public high schools—Continued.

| Number preparing for college scientific course. | | Total number of graduates, 1891. | | Number of students pursuing-- | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----------------------------------|----|-------------------------------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|-------|---------|--|--|--|--|--|--|--|--|
| | | | | Latin. | | Greck. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | | |
| | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | |
| 1 | 1 | 6 | 14 | 16 | 4 | 0 | 0 | 0 | 5 | 6 | 8 | 8 | 7 | 5 | 2 | 3 | 4 | 1 | 0 | 0 | 1891 | | | | | | | | | | |
| 3 | 0 | 8 | 11 | 8 | 1 | 1 | 2 | 0 | 0 | 0 | 15 | 25 | 6 | 8 | 2 | 8 | 0 | 0 | 0 | 0 | 1892 | | | | | | | | | | |
| 2 | 6 | 15 | 16 | 13 | 4 | 0 | 7 | 4 | 12 | 8 | 27 | 48 | 19 | 32 | 13 | 21 | 7 | 12 | 7 | 12 | 1893 | | | | | | | | | | |
| 13 | 6 | 47 | 60 | 45 | 38 | 4 | 0 | 0 | 10 | 52 | 34 | 46 | 21 | 35 | 24 | 37 | 24 | 37 | 5 | 7 | 1894 | | | | | | | | | | |
| 3 | 0 | 10 | 5 | 7 | 0 | 0 | 0 | 0 | 3 | 7 | 5 | 15 | 5 | 11 | 6 | 2 | 0 | 0 | 0 | 0 | 1895 | | | | | | | | | | |
| 3 | 0 | 12 | 10 | 0 | 0 | 0 | 2 | 0 | 2 | 6 | 5 | 9 | 10 | 8 | 4 | 2 | 4 | 0 | 0 | 3 | 1896 | | | | | | | | | | |
| 3 | 0 | 11 | 5 | 15 | 3 | 0 | 3 | 7 | 2 | 6 | 20 | 8 | 2 | 7 | 4 | 4 | 4 | 2 | 0 | 0 | 1898 | | | | | | | | | | |
| 3 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 0 | 0 | 3 | 5 | 0 | 0 | 0 | 0 | 1899 | | | | | | | | | | |
| 3 | 0 | 16 | 5 | 12 | 2 | 1 | 0 | 0 | 3 | 5 | 7 | 6 | 6 | 6 | 5 | 6 | 0 | 0 | 0 | 0 | 1871 | | | | | | | | | | |
| 3 | 0 | 10 | 12 | 9 | 5 | 0 | 0 | 0 | 0 | 0 | 16 | 20 | 14 | 11 | 11 | 13 | 6 | 9 | 10 | 7 | 1872 | | | | | | | | | | |
| 3 | 0 | 14 | 3 | 5 | 0 | 0 | 0 | 6 | 8 | 16 | 8 | 10 | 6 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 1873 | | | | | | | | | | |
| 3 | 0 | 7 | 4 | 16 | 0 | 0 | 0 | 0 | 20 | 40 | 20 | 40 | 4 | 3 | 7 | 22 | 0 | 0 | 4 | 3 | 1874 | | | | | | | | | | |
| 3 | 0 | 9 | 12 | 20 | 3 | 3 | 0 | 0 | 2 | 9 | 26 | 27 | 5 | 12 | 9 | 9 | 5 | 5 | 0 | 0 | 1875 | | | | | | | | | | |
| 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 5 | 1 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 1876 | | | | | | | | | | |
| 10 | 15 | 9 | 3 | 9 | 0 | 2 | 4 | 2 | 0 | 1 | 15 | 16 | 6 | 8 | 9 | 4 | 6 | 1 | 1 | 1 | 1877 | | | | | | | | | | |
| 20 | 5 | 7 | 18 | 16 | 4 | 2 | 0 | 0 | 2 | 7 | 20 | 25 | 6 | 5 | 10 | 6 | 5 | 2 | 0 | 0 | 1878 | | | | | | | | | | |
| 4 | 3 | 7 | 15 | 10 | 10 | 7 | 12 | 8 | 8 | 7 | 30 | 15 | 18 | 15 | 15 | 7 | 12 | 5 | 10 | 5 | 1879 | | | | | | | | | | |
| 2 | 0 | 9 | 7 | 15 | 0 | 0 | 0 | 0 | 8 | 16 | 10 | 12 | 8 | 16 | 7 | 15 | 9 | 6 | 8 | 16 | 1880 | | | | | | | | | | |
| 0 | 0 | 4 | 6 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 1891 | | | | | | | | | | |
| 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1892 | | | | | | | | | | |
| 10 | 4 | 77 | 52 | 36 | 16 | 2 | 0 | 0 | 12 | 47 | 46 | 55 | 23 | 32 | 14 | 4 | 27 | 14 | 0 | 39 | 1883 | | | | | | | | | | |
| 1 | 0 | 2 | 2 | 9 | 0 | 0 | 0 | 0 | 6 | 10 | 4 | 14 | 5 | 6 | 4 | 6 | 0 | 27 | 8 | 0 | 1884 | | | | | | | | | | |
| 9 | 12 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 8 | 5 | 3 | 3 | 4 | 3 | 2 | 12 | 15 | 1885 | | | | | | | | | | |
| 4 | 42 | 67 | 52 | 16 | 6 | 11 | 31 | 17 | 32 | 36 | 64 | 5 | 21 | 18 | 39 | 17 | 3 | 17 | 0 | 0 | 1886 | | | | | | | | | | |
| 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 10 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 1887 | | | | | | | | | | |
| 10 | 0 | 1 | 17 | 7 | 6 | 0 | 0 | 8 | 8 | 21 | 13 | 6 | 7 | 10 | 10 | 4 | 0 | 0 | 3 | 3 | 1888 | | | | | | | | | | |
| 10 | 6 | 1 | 7 | 2 | 0 | 0 | 0 | 3 | 0 | 0 | 12 | 16 | 4 | 2 | 8 | 2 | 0 | 0 | 6 | 4 | 1890 | | | | | | | | | | |
| 10 | 5 | 19 | 24 | 29 | 15 | 7 | 0 | 0 | 1 | 3 | 25 | 15 | 5 | 10 | 3 | 6 | 0 | 0 | 0 | 0 | 1891 | | | | | | | | | | |
| 1 | 0 | 5 | 12 | 20 | 4 | 1 | 0 | 0 | 1 | 1 | 12 | 20 | 4 | 6 | 2 | 2 | 0 | 0 | 0 | 0 | 1892 | | | | | | | | | | |
| 10 | 8 | 5 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 12 | 10 | 11 | 8 | 7 | 0 | 0 | 0 | 0 | 1893 | | | | | | | | | | |
| 8 | 8 | 17 | 3 | 0 | 0 | 0 | 0 | 0 | 3 | 6 | 21 | 47 | 10 | 9 | 8 | 2 | 4 | 2 | 3 | 5 | 1894 | | | | | | | | | | |
| 2 | 0 | 9 | 25 | 35 | 10 | 3 | 3 | 18 | 16 | 30 | 35 | 45 | 20 | 15 | 20 | 15 | 24 | 16 | 34 | 26 | 1895 | | | | | | | | | | |
| 7 | 2 | 8 | 8 | 17 | 2 | 5 | 0 | 0 | 2 | 10 | 13 | 12 | 4 | 9 | 9 | 8 | 6 | 4 | 0 | 0 | 1896 | | | | | | | | | | |
| 5 | 8 | 4 | 8 | 17 | 1 | 2 | 0 | 0 | 0 | 4 | 10 | 14 | 3 | 4 | 10 | 1 | 0 | 0 | 0 | 0 | 1897 | | | | | | | | | | |
| 2 | 2 | 4 | 6 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 8 | 8 | 1 | 5 | 3 | 3 | 0 | 0 | 13 | 19 | 1898 | | | | | | | | | | |
| 8 | 6 | 10 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 16 | 4 | 12 | 3 | 9 | 2 | 3 | 3 | 3 | 1899 | | | | | | | | | | |
| 16 | 0 | 0 | 0 | 0 | 0 | 10 | 10 | 0 | 0 | 0 | 20 | 20 | 5 | 5 | 25 | 20 | 0 | 0 | 25 | 20 | 1900 | | | | | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of in-struct-ors, "sec-ond-ary." | | Number of students in second-ary grade. | | Number pre-paring for col-lege classi-cal course. | |
|------------------|------------------------|---|-------------------------|---|---------|---|---------|---|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| NEWYORK—cont'd | | | | | | | | | |
| 1901 | Westchester..... | Union School, No. 3 (dept.). | Philip O'Ryan..... | 1 | 0 | 1 | 6 | — | — |
| 1902 | Westfield..... | Union School (dept.). | A. N. Taylor..... | 1 | 2 | 50 | 45 | — | — |
| 1903 | West Hebron..... | do..... | Leland L. Landers..... | 1 | 1 | 10 | 16 | 2 | 0 |
| 1904 | Westport..... | do..... | Fred V. Lester..... | 1 | 1 | 51 | 60 | 6 | 4 |
| 1905 | West Windfield..... | Union School and Academy. | Frank J. House..... | 1 | 2 | 20 | 30 | — | — |
| 1906 | Whitehall..... | Union School (dept.). | J. H. Kelly..... | 1 | 1 | 9 | 19 | — | — |
| 1907 | Whitney's Point..... | Union School and Academy. | Alva V. Wilson..... | 1 | 1 | 35 | 42 | 2 | 0 |
| 1908 | Wilson..... | Union School (dept.). | Thos. Lockhart..... | 1 | 1 | 37 | 42 | — | — |
| 1909 | Windsor..... | do..... | George R. Winslow..... | 1 | 3 | 40 | 35 | — | — |
| 1910 | Wolcott..... | Levenworth Institute and Union Free School. | James E. Potter..... | 1 | 3 | 38 | 59 | 8 | 10 |
| 1911 | Woodhull..... | Union School and Academy. | Alvin Z. Pierce..... | 2 | 1 | 20 | 35 | — | — |
| 1912 | Worcester..... | do..... | Rev. F. H. Coffran..... | 1 | 1 | 15 | 35 | 3 | 6 |
| 1913 | Yonkers..... | High School..... | Edward R. Shaw..... | 3 | 5 | 69 | 100 | 13 | 5 |
| NORTH CARO-LINA. | | | | | | | | | |
| 1914 | Asheville..... | High School (Dept.). | E. P. Mungum..... | 2 | 4 | 47 | 53 | — | — |
| 1915 | Banners Elk..... | Academy..... | J. W. Davis..... | 1 | 0 | 3 | 1 | — | — |
| 1916 | Durham..... | High School (Dept.). | E. W. Kennedy..... | 2 | 2 | 31 | 51 | 3 | 0 |
| 1917 | Greensboro..... | do..... | S. C. Smith..... | 2 | 0 | 12 | 18 | 12 | 18 |
| 1918 | Reidsville..... | do..... | John R. Graham..... | 1 | 1 | 9 | 12 | — | — |
| 1919 | do..... | High School (colored). | W. S. Roberson..... | 2 | 0 | 21 | 23 | — | — |
| 1920 | Tarboro..... | High School (Dept.). | Chas. J. Parker..... | 1 | 1 | 8 | 13 | — | — |
| 1921 | Washington..... | do..... | Walter S. Dunston..... | 0 | 2 | 32 | 54 | 16 | 22 |
| 1922 | Wilmington..... | High School (Dept.). | M. C. S. Noble..... | 1 | 1 | 5 | 25 | — | — |
| 1923 | Winston..... | do..... | L. M. Rignolds..... | 2 | 2 | 30 | 57 | — | — |
| NORTH DAKOTA. | | | | | | | | | |
| 1924 | Devils Lake..... | High School..... | L. B. Fancher..... | 1 | 0 | 4 | 4 | — | — |
| 1925 | Fargo..... | do..... | Eliza A. Kent..... | 1 | 2 | 37 | 41 | 3 | 1 |
| 1926 | Grand Forks..... | do..... | C. H. Clemmer..... | 1 | 3 | 17 | 36 | 4 | 6 |
| OHIO. | | | | | | | | | |
| 1927 | Akron..... | High School (Dept.). | Wilbur V. Rood..... | 2 | 10 | 176 | 266 | 10 | 4 |
| 1928 | Alexandria..... | High School..... | Charles F. Winn..... | 1 | 1 | 16 | 18 | — | — |
| 1929 | Alliance..... | do..... | C. C. Davidson..... | 2 | 5 | 49 | 82 | — | — |
| 1930 | Alpha..... | Beaver Creek Town-ship. | R. W. Mitchell..... | 1 | 1 | 22 | 14 | 2 | 2 |
| 1931 | Andover..... | High School..... | J. D. McCalmont..... | 1 | 2 | 60 | 54 | 2 | 0 |
| 1932 | Arcanum..... | do..... | S. A. Minnich..... | 1 | 0 | 4 | 8 | — | — |
| 1933 | Archbold..... | do..... | A. L. Biglow..... | 1 | 0 | 21 | 19 | — | — |
| 1934 | Ashland..... | do..... | Belle F. Osborn..... | 1 | 3 | 43 | 67 | 3 | 2 |
| 1935 | Ashley..... | do..... | W. J. Crane..... | 1 | 0 | 6 | 9 | — | — |
| 1936 | Athens..... | do..... | Miss Kate Boyd..... | 1 | 2 | 20 | 40 | — | — |
| 1937 | Attica..... | do..... | George M. Hoke..... | 2 | 0 | 7 | 26 | 4 | 10 |
| 1938 | Bainbridge..... | do..... | George W. Fry..... | 1 | 1 | 10 | 16 | 0 | 1 |
| 1939 | Barnesville..... | do..... | W. C. Bowers..... | 3 | 1 | 48 | 68 | 10 | 8 |
| 1940 | Basil..... | do..... | R. B. Bennett..... | 1 | 1 | 21 | 18 | — | — |
| 1941 | Batavia..... | do..... | J. E. Ockerman..... | 2 | 1 | 23 | 23 | — | — |
| 1942 | Bellaire..... | do..... | Alice Cunningham..... | 2 | 2 | 49 | 106 | — | — |
| 1943 | Bellbrook..... | do..... | W. C. Wilson..... | 1 | 1 | 12 | 7 | 2 | 0 |
| 1944 | Belle Center..... | Union School..... | J. W. Grabel..... | 2 | 3 | 6 | 24 | 2 | 4 |
| 1945 | Bellefontaine..... | High School..... | Henry A. Cassidy..... | 2 | 1 | 13 | 39 | — | — |
| 1946 | Belleuve..... | do..... | E. F. Warner..... | 1 | 1 | 25 | 50 | 3 | 5 |
| 1947 | Bellville..... | do..... | J. J. Houser..... | 1 | 2 | 10 | 14 | — | — |

public high schools—Continued.

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------|----------------------------------|----|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|-------|---------|-------|---------|-------|---------|-------|---------|------|----|------|------|------|------|
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male. | Female. | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | | | | | |
| --- | --- | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1901 | | | | | |
| --- | --- | 12 | 7 | 3 | 2 | 6 | 5 | 9 | 10 | 15 | 20 | 12 | 10 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1902 | | | | | |
| 2 | 0 | 6 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 21 | 12 | 0 | 0 | 0 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1903 | | | | | |
| --- | --- | 6 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 20 | 30 | 5 | 10 | 4 | 6 | 4 | 6 | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1904 | | | | | |
| 4 | 3 | 3 | 1 | 5 | 0 | 0 | 0 | 1 | 5 | 0 | 6 | 14 | 3 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1905 | | | | | |
| --- | --- | 8 | 5 | 14 | 0 | 0 | 0 | 0 | 0 | 3 | 8 | 18 | 4 | 5 | 8 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1906 | | | | | |
| 2 | 0 | 5 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 6 | 9 | 0 | 0 | 4 | 3 | 0 | 0 | 9 | 13 | 9 | 13 | 9 | 13 | 9 | 13 | 9 | 13 | 9 | 13 | 9 | 13 | 1907 | | |
| 3 | 0 | 11 | 20 | 25 | 0 | 0 | 0 | 0 | 0 | 4 | 16 | 15 | 20 | 3 | 8 | 7 | 8 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1908 | | | |
| --- | --- | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 7 | 12 | 0 | 0 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1909 | | | |
| 7 | 8 | 23 | 27 | 45 | 11 | 3 | 1 | 13 | 2 | 13 | 46 | 71 | 19 | 12 | 31 | 53 | 8 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1910 | | | |
| --- | --- | 20 | 45 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 35 | 45 | 50 | 40 | 37 | 1 | 11 | 18 | 26 | 18 | 26 | 18 | 26 | 18 | 26 | 18 | 26 | 18 | 26 | 18 | 26 | 1911 | | |
| --- | --- | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1912 | | |
| --- | --- | 9 | 19 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 29 | 3 | 7 | 3 | 7 | 0 | 0 | 31 | 51 | 9 | 12 | 17 | 17 | 9 | 12 | 17 | 17 | 9 | 12 | 17 | 17 | 9 | 1913 | |
| 4 | 4 | 4 | 12 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 7 | 0 | 0 | 8 | 12 | 4 | 5 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1914 | | |
| --- | --- | 6 | 21 | 28 | 0 | 9 | 0 | 0 | 0 | 0 | 21 | 28 | 0 | 0 | 21 | 28 | 0 | 0 | 21 | 28 | 0 | 0 | 21 | 28 | 0 | 0 | 21 | 28 | 0 | 0 | 21 | 28 | 0 | 1915 | |
| 2 | 38 | 54 | 8 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 6 | 3 | 1 | 4 | 0 | 0 | 0 | 3 | 8 | 2 | 7 | 3 | 8 | 2 | 7 | 3 | 8 | 2 | 7 | 3 | 8 | 2 | 1916 | |
| --- | --- | 5 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 6 | 8 | 7 | 22 | 17 | 9 | 10 | 30 | 38 | 5 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1917 | |
| --- | --- | 19 | 30 | 57 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 47 | 6 | 14 | 15 | 22 | 15 | 22 | 20 | 47 | 6 | 14 | 15 | 22 | 15 | 22 | 20 | 47 | 6 | 14 | 15 | 22 | 15 | 22 | 1918 |
| --- | --- | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1919 | |
| 9 | 7 | 9 | 32 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 25 | 5 | 12 | 8 | 7 | 5 | 12 | 5 | 12 | 5 | 12 | 5 | 12 | 5 | 12 | 5 | 12 | 5 | 12 | 5 | 12 | 5 | 1920 | |
| --- | --- | 12 | 16 | 32 | 0 | 0 | 0 | 0 | 0 | 4 | 15 | 20 | 2 | 10 | 2 | 5 | 0 | 0 | 6 | 9 | 2 | 10 | 2 | 5 | 0 | 0 | 6 | 9 | 2 | 10 | 2 | 5 | 0 | 1921 | |
| --- | --- | 70 | 57 | 66 | 13 | 4 | 0 | 0 | 35 | 33 | 146 | 193 | 52 | 14 | 47 | 104 | 30 | 73 | 72 | 144 | 0 | 0 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1922 | |
| 0 | 1 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 7 | 3 | 12 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1923 | | |
| --- | --- | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 76 | 6 | 16 | 6 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1924 | | |
| 2 | 1 | 5 | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 4 | 7 | 13 | 4 | 3 | 6 | 1 | 0 | 0 | 4 | 5 | 0 | 0 | 4 | 5 | 0 | 0 | 4 | 5 | 0 | 0 | 4 | 5 | 0 | 1925 | |
| --- | --- | 4 | 4 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 8 | 4 | 8 | 4 | 8 | 0 | 0 | 4 | 8 | 0 | 0 | 4 | 8 | 0 | 0 | 4 | 8 | 0 | 0 | 4 | 8 | 0 | 1926 | |
| 2 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 19 | 2 | 6 | 9 | 14 | 0 | 0 | 2 | 6 | 9 | 14 | 0 | 0 | 2 | 6 | 9 | 14 | 0 | 0 | 2 | 6 | 9 | 1927 | |
| 4 | 4 | 12 | 15 | 25 | 2 | 0 | 0 | 0 | 0 | 4 | 5 | 25 | 30 | 12 | 13 | 7 | 5 | 0 | 7 | 8 | 7 | 13 | 7 | 5 | 0 | 7 | 8 | 7 | 13 | 7 | 5 | 0 | 1928 | | |
| --- | --- | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1929 | | |
| --- | --- | 3 | 20 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 22 | 8 | 7 | 8 | 12 | 0 | 0 | 7 | 22 | 0 | 0 | 7 | 22 | 0 | 0 | 7 | 22 | 0 | 0 | 7 | 22 | 0 | 1930 | |
| --- | --- | 4 | 7 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 22 | 0 | 4 | 5 | 15 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 1931 | |
| --- | --- | 1 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 16 | 2 | 3 | 3 | 4 | 0 | 0 | 3 | 4 | 0 | 0 | 3 | 4 | 0 | 0 | 3 | 4 | 0 | 0 | 3 | 4 | 0 | 1932 | |
| --- | --- | 25 | 16 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 25 | 24 | 35 | 13 | 27 | 9 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1933 | |
| 0 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 9 | 4 | 2 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1934 | |
| --- | --- | 6 | 25 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 10 | 12 | 13 | 6 | 5 | 0 | 0 | 10 | 12 | 0 | 0 | 10 | 12 | 0 | 0 | 10 | 12 | 0 | 0 | 10 | 12 | 0 | 1935 | |
| --- | --- | 20 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 10 | 18 | 13 | 33 | 18 | 43 | 7 | 19 | 5 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1936 | |
| 2 | 1 | 5 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 9 | 5 | 2 | 5 | 2 | 0 | 0 | 12 | 7 | 0 | 0 | 12 | 7 | 0 | 0 | 12 | 7 | 0 | 0 | 12 | 7 | 0 | 1937 | |
| 0 | 1 | 6 | 3 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 10 | 3 | 14 | 1 | 5 | 0 | 0 | 1 | 5 | 0 | 0 | 1 | 5 | 0 | 0 | 1 | 5 | 0 | 0 | 1 | 5 | 0 | 1938 | |
| --- | --- | 13 | 7 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 39 | 5 | 20 | 5 | 8 | 0 | 0 | 2 | 11 | 0 | 0 | 2 | 11 | 0 | 0 | 2 | 11 | 0 | 0 | 2 | 11 | 0 | 1939 | |
| 10 | 15 | 9 | 12 | 30 | 0 | 0 | 0 | 0 | 0 | 6 | 12 | 20 | 40 | 5 | 18 | 8 | 12 | 0 | 0 | 3 | 15 | 0 | 0 | 3 | 15 | 0 | 0 | 3 | 15 | 0 | 0 | 3 | 15 | 0 | 1940 |
| --- | --- | 8 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 14 | 2 | 1 | 2 | 1 | 0 | 0 | 2 | 1 | 0 | 0 | 2 | 1 | 0 | 0 | 2 | 1 | 0 | 0 | 2 | 1 | 0 | 1941 | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "second-ary." | | Number of students in second-ary grade. | | Number preparing for college classical course. | |
|-----------------|------------------------|------------------------------------|-------------------------|--------------------------------------|---------|---|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| OHIO—continued. | | | | | | | | | |
| 1948 | Bentonville..... | High School..... | J. D. Darling..... | 1 | 1 | 8 | 9 | 2 | 3 |
| 1949 | Berea..... | Union School..... | E. D. Lyon..... | 3 | 1 | 12 | 32 | 0 | 2 |
| 1950 | Beverly..... | Independent School..... | J. F. Wagner..... | 0 | 4 | 16 | 21 | — | — |
| 1951 | Blanchester..... | High School..... | J. H. Rowland..... | 1 | 0 | 8 | 21 | — | — |
| 1952 | Bloomingsburg..... | High School (Dept.)..... | W. Y. Young..... | 1 | 2 | 7 | 14 | — | — |
| 1953 | Bloomville..... | Union School..... | C. A. Shock..... | 1 | 0 | 3 | 0 | 1 | 0 |
| 1954 | Bluffton..... | High School..... | Clyde Akerman..... | 2 | 4 | 22 | 14 | 2 | 0 |
| 1955 | Bowling Green..... | do..... | Mrs. E. E. Barton..... | 1 | 1 | 29 | 26 | — | — |
| 1956 | Brecksville..... | do..... | Charles M. Knight..... | 1 | 1 | 24 | 41 | — | — |
| 1957 | Bridgeport..... | do..... | James Duncan..... | 1 | 2 | 21 | 25 | — | — |
| 1958 | Bristolville..... | High School (Dept.)..... | F. F. Main, B. S..... | 1 | 2 | 31 | 21 | — | — |
| 1959 | Brooklyn..... | High and Grammar School..... | F. A. Cosgrove..... | 0 | 1 | 9 | 5 | — | — |
| 1960 | Butler..... | Independence High School..... | A. R. Stichler..... | 1 | 0 | 11 | 6 | — | — |
| 1961 | Cadiz..... | High School..... | H. V. Merrick..... | 1 | 1 | 17 | 25 | — | — |
| 1962 | Caledonia..... | do..... | W. V. Smith..... | 1 | 0 | 11 | 14 | — | — |
| 1963 | Cambridge..... | do..... | E. L. Abbey..... | 1 | 2 | 50 | 40 | — | — |
| 1964 | Camden..... | Union School..... | Frank G. Shuey..... | 2 | 0 | 9 | 16 | 3 | 0 |
| 1965 | Canal Fulton..... | High School..... | M. C. Lytle..... | 1 | 0 | 24 | 32 | — | — |
| 1966 | Canton..... | Union High School..... | Charles A. Shaw..... | 2 | 2 | 60 | 80 | 10 | 12 |
| 1967 | Carey..... | High School..... | R. H. Morrison..... | 1 | 1 | 10 | 16 | — | — |
| 1968 | Carlisle..... | do..... | J. M. Lane..... | 1 | 0 | 4 | 6 | 1 | 1 |
| 1969 | Carrollton..... | do..... | W. H. Ray..... | 2 | 0 | 40 | 32 | — | — |
| 1970 | Cedarsville..... | do..... | C. S. D. Shawan..... | 1 | 0 | 10 | 17 | — | — |
| 1971 | Celina..... | do..... | George S. Harter..... | 3 | 0 | 32 | 25 | 1 | 2 |
| 1972 | Centerburg..... | do..... | S. H. Maharry..... | 2 | 2 | 25 | 15 | 2 | 0 |
| 1973 | Centerville..... | Union School..... | L. G. Weaver..... | 1 | 0 | 24 | 23 | 2 | 1 |
| 1974 | Chagrin Falls..... | High School..... | F. P. Shumaker..... | 1 | 1 | 35 | 37 | 8 | 3 |
| 1975 | Chardon..... | Chicago Junction Union School..... | G. H. Fuller..... | 1 | 2 | 82 | 80 | — | — |
| 1976 | Chicago..... | High School..... | J. A. Pittsford..... | 1 | 4 | 16 | 20 | — | — |
| 1977 | Chillicothe..... | Addison High School..... | Reynold Janney..... | 2 | 4 | 67 | 75 | — | — |
| 1978 | Christiansburg..... | Hughes High School..... | W. F. Gilmore..... | 1 | 0 | 11 | 16 | — | — |
| 1979 | Cincinnati..... | Woodward High School..... | E. W. Coy..... | 6 | 9 | 262 | 403 | 30 | 12 |
| 1980 | do..... | High School..... | George W. Harper..... | 7 | 13 | 406 | 455 | 49 | 6 |
| 1981 | Circleville..... | do..... | Ella S. Dunn..... | 0 | 3 | 32 | 62 | — | — |
| 1982 | Clarington..... | do..... | C. E. Ginthens..... | 1 | 0 | 22 | 26 | 1 | 0 |
| 1983 | Clarksville..... | do..... | W. E. Barrett..... | 1 | 0 | 9 | 12 | — | — |
| 1984 | Cleveland..... | Central High School..... | Edward L. Harris..... | 15 | 21 | 537 | 923 | — | — |
| 1985 | do..... | West Cleveland High School..... | G. W. Mc Ginnis..... | 3 | 16 | 15 | 25 | 4 | 4 |
| 1986 | Clifton..... | Union School..... | J. E. Collins..... | 1 | 0 | 11 | 11 | — | — |
| 1987 | Clyde..... | High School..... | M. A. Kline..... | 2 | 1 | 28 | 49 | — | — |
| 1988 | Columbiana..... | do..... | Linda L. Snyder..... | 1 | 1 | 22 | 25 | — | — |
| 1989 | Columbus..... | do..... | Abram Brown..... | 11 | 11 | 275 | 582 | — | — |
| 1990 | Columbus Grove..... | Union School..... | E. Ward..... | 1 | 6 | 19 | 29 | — | — |
| 1991 | Conneaut..... | High School..... | C. E. Carey..... | 1 | 3 | 20 | 60 | 2 | 0 |
| 1992 | Conway..... | do..... | W. O. Miller..... | 1 | 0 | 10 | 10 | — | — |
| 1993 | Coshocton..... | do..... | J. M. Yarnell..... | 1 | 1 | 28 | 40 | — | — |
| 1994 | Covington..... | do..... | R. F. Bennett..... | 2 | 0 | 41 | 40 | — | — |
| 1995 | Crawfish College..... | Crawfish College..... | L. S. Lafferty..... | 3 | 2 | 45 | 63 | 3 | 5 |
| 1996 | Crestline..... | High School..... | H. L. McClellan..... | 2 | 1 | 16 | 29 | 2 | 7 |
| 1997 | Creston..... | do..... | George W. Gorhom..... | 1 | 1 | 12 | 14 | — | — |
| 1998 | Cumberland..... | do..... | H. F. Hancher..... | 1 | 2 | 21 | 15 | — | — |
| 1999 | Cuyahoga Falls..... | do..... | F. Schnell..... | 1 | 2 | 20 | 40 | 3 | 0 |
| 2000 | Danville..... | Union School..... | W. S. Lynch..... | 1 | 0 | 9 | 10 | 2 | 3 |
| 2001 | Dayton..... | Central High School..... | Charles B. Stivers..... | 6 | 6 | 154 | 286 | — | — |
| 2002 | Defiance..... | High School..... | Miss Kate M. Smith..... | 1 | 2 | 9 | 15 | 1 | 1 |
| 2003 | De Graff..... | Union School..... | Joseph Swisher..... | 1 | 1 | 28 | 28 | — | — |
| 2004 | Delaware..... | High School..... | Hannah M. Peirce..... | 0 | 6 | 48 | 84 | — | — |
| 2005 | Delphos..... | do..... | E. W. Hastings..... | 1 | 1 | 14 | 20 | 2 | 1 |
| 2006 | Delta..... | do..... | Miss Helen Lamert..... | 1 | 1 | 35 | 42 | — | — |

public high schools—Continued.

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------|----------------------------------|-------|---------|-------|---------|-------|---------|-------|---------|-------|----------|-------|-----------|-------|----------|-------|------------|-------|------------------|-------|---------|--|--|--|--|--|--|--|
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male. | Female. | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | |
| | | 2 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 9 | 0 | 0 | 1 | 1 | 0 | 0 | 5 | 2 | 1948 | | | | | | | | |
| | | | 5 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1949 | | | | | | | | |
| | | 7 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 3 | 4 | 3 | 4 | 0 | 0 | 0 | 2 | 5 | 1950 | | | | | | | | |
| | | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 15 | 1 | 6 | 6 | 0 | 0 | 0 | 1 | 6 | 1951 | | | | | | | | |
| | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 6 | 3 | 2 | 9 | 9 | 0 | 0 | 3 | 3 | 1952 | | | | | | | | |
| 4 | 4 | 65 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 10 | 4 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 1953 | | | | | | | | |
| | | 4 | 14 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 10 | 6 | 8 | 5 | 1 | 0 | 0 | 6 | 2 | 1954 | | | | | | | | |
| | | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 23 | 4 | 11 | 4 | 11 | 0 | 0 | 2 | 13 | 1956 | | | | | | | | |
| | | 12 | 16 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 24 | 5 | 8 | 11 | 13 | 0 | 0 | 5 | 8 | 1957 | | | | | | | | |
| | | 10 | 10 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 8 | 0 | 8 | 10 | 1 | 3 | 0 | 0 | 0 | 1958 | | | | | | | | |
| 3 | 1 | 5 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 5 | 1 | 5 | 1 | 5 | 1 | 1959 | | | | | | | | |
| | | | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 2 | 1 | 0 | 3 | 1 | 0 | 0 | 3 | 0 | 1960 | | | | | | | | |
| | | | 4 | 4 | 15 | 0 | 0 | 0 | 0 | 0 | 14 | 20 | 4 | 15 | 5 | 11 | 1 | 4 | 0 | 0 | 1961 | | | | | | | | |
| | | | 4 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 5 | 8 | 5 | 6 | 7 | 7 | 0 | 0 | 3 | 4 | 1962 | | | | | | | | |
| | | | 17 | 32 | 16 | 0 | 0 | 0 | 0 | 0 | 24 | 24 | 9 | 3 | 9 | 9 | 9 | 9 | 24 | 24 | 1963 | | | | | | | | |
| | | | 10 | 9 | 16 | 0 | 0 | 0 | 0 | 0 | 6 | 16 | 3 | 0 | 4 | 5 | 0 | 0 | 4 | 5 | 1964 | | | | | | | | |
| 1 | 1 | 8 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 14 | 10 | 10 | 8 | 9 | 7 | 10 | 1965 | | | | | | | | |
| 8 | 5 | 25 | 60 | 80 | 0 | 3 | 6 | 1 | 10 | 40 | 60 | 15 | 25 | 20 | 40 | 15 | 25 | 15 | 25 | 1966 | | | | | | | | | |
| | | 6 | 1 | 9 | 0 | 0 | 0 | 0 | 0 | 9 | 11 | 1 | 1 | 2 | 1 | 5 | 1 | 5 | 1 | 5 | 1967 | | | | | | | | |
| 1 | 0 | | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 2 | 2 | 3 | 2 | 0 | 0 | 2 | 2 | 1968 | | | | | | | | | |
| | | 5 | 10 | 18 | 0 | 0 | 0 | 0 | 0 | 15 | 20 | 5 | 6 | 5 | 6 | 0 | 0 | 0 | 1 | 7 | 1969 | | | | | | | | |
| | | 3 | 4 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 4 | 4 | 10 | 5 | 9 | 0 | 0 | 0 | 0 | 1970 | | | | | | | | |
| | | 8 | 9 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 19 | 1 | 8 | 3 | 7 | 1 | 7 | 3 | 7 | 1971 | | | | | | | | |
| 6 | 8 | 5 | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 9 | 4 | 3 | 6 | 3 | 0 | 0 | 4 | 2 | 1972 | | | | | | | | |
| 1 | 3 | 5 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 10 | 5 | 3 | 5 | 3 | 0 | 0 | 7 | 4 | 1973 | | | | | | | | |
| 10 | 12 | 8 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 7 | 6 | 3 | 10 | 9 | 6 | 4 | 8 | 7 | 1974 | | | | | | | | |
| | | 21 | 24 | 25 | 0 | 0 | 0 | 0 | 9 | 8 | 20 | 15 | 11 | 9 | 13 | 6 | 9 | 2 | 9 | 2 | 1975 | | | | | | | | |
| | | | 8 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 10 | 6 | 4 | 3 | 3 | 3 | 0 | 0 | 8 | 10 | 1976 | | | | | | | | |
| | | 12 | 42 | 31 | 0 | 0 | 0 | 0 | 18 | 17 | 45 | 55 | 14 | 16 | 0 | 0 | 21 | 19 | 22 | 31 | 1977 | | | | | | | | |
| | | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 4 | 2 | 3 | 1 | 0 | 0 | 5 | 2 | 1978 | | | | | | | | |
| | | 65 | 230 | 315 | 30 | 12 | 12 | 52 | 32 | 88 | 188 | 256 | 48 | 80 | 38 | 53 | 17 | 43 | 50 | 91 | 1979 | | | | | | | | |
| 351 | 449 | 101 | 337 | 336 | 49 | 6 | 19 | 63 | 71 | 89 | 220 | 247 | 101 | 102 | 41 | 46 | 48 | 53 | 101 | 102 | 1980 | | | | | | | | |
| | | 11 | 13 | 25 | 0 | 0 | 0 | 0 | 0 | 3 | 13 | 16 | 8 | 11 | 8 | 14 | 5 | 10 | 7 | 10 | 1981 | | | | | | | | |
| | | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 3 | 8 | 10 | 1 | 2 | 1 | 2 | 0 | 0 | 1 | 2 | 1982 | | | | | | | | |
| | | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 7 | 5 | 2 | 4 | 2 | 4 | 0 | 0 | 0 | 0 | 1983 | | | | | | | | |
| | | 153 | 280 | 558 | 40 | 80 | 0 | 75 | 50 | 260 | 520 | 190 | 385 | 84 | 731 | 39 | 78 | 39 | 78 | 1984 | | | | | | | | | |
| | | 9 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 4 | 5 | 4 | 5 | 1985 | | | | | | | | |
| | | | 4 | 12 | 7 | 0 | 0 | 0 | 0 | 0 | 9 | 9 | 3 | 1 | 1 | 3 | 0 | 0 | 1 | 3 | 1986 | | | | | | | | |
| | | 9 | 11 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 28 | 4 | 12 | 6 | 13 | 6 | 13 | 5 | 13 | 1987 | | | | | | | | |
| | | 4 | 7 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 10 | 6 | 7 | 6 | 3 | 0 | 0 | 7 | 8 | 1988 | | | | | | | | |
| | | 75 | 205 | 300 | 0 | 0 | 0 | 0 | 40 | 150 | 208 | 400 | 85 | 219 | 11 | 74 | 54 | 79 | 26 | 140 | 1989 | | | | | | | | |
| | | 11 | 3 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 27 | 3 | 18 | 0 | 0 | 0 | 0 | 5 | 17 | 1990 | | | | | | | | |
| 10 | 18 | 6 | 6 | 13 | 0 | 0 | 3 | 9 | 0 | 11 | 8 | 30 | 6 | 10 | 8 | 10 | 8 | 14 | 0 | 8 | 1991 | | | | | | | | |
| | | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 0 | 2 | 0 | 2 | 0 | 0 | 2 | 2 | 1992 | | | | | | | | |
| | | 16 | 7 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 19 | 4 | 7 | 7 | 10 | 5 | 12 | 12 | 21 | 1993 | | | | | | | | |
| | | 20 | 24 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 10 | 8 | 13 | 8 | 11 | 7 | 13 | 8 | 10 | 1994 | | | | | | | | |
| | | | 20 | 32 | 0 | 0 | 0 | 0 | 17 | 15 | 34 | 48 | 12 | 11 | 6 | 5 | 0 | 0 | 2 | 3 | 1995 | | | | | | | | |
| | | 7 | 6 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 13 | 7 | 12 | 0 | 0 | 0 | 0 | 5 | 11 | 1996 | | | | | | | | |
| | | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 8 | 0 | 5 | 2 | 6 | 0 | 0 | 2 | 5 | 1997 | | | | | | | | |
| | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 14 | 3 | 2 | 10 | 7 | 0 | 0 | 0 | 0 | 1998 | | | | | | | | |
| 3 | 3 | 15 | 10 | 30 | 0 | 0 | 0 | 0 | 10 | 10 | 5 | 15 | 5 | 10 | 5 | 10 | 0 | 0 | 5 | 15 | 1999 | | | | | | | | |
| | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2000 | | | | | | | | |
| | | 43 | 90 | 210 | 13 | 0 | 0 | 63 | 68 | 77 | 118 | 50 | 83 | 15 | 43 | 9 | 40 | 44 | 70 | 2001 | | | | | | | | | |
| 1 | 0 | 9 | 4 | 4 | 0 | 0 | 0 | 1 | 4 | 6 | 9 | 9 | 3 | 6 | 9 | 0 | 0 | 6 | 9 | 2002 | | | | | | | | | |
| 7 | 4 | 11 | 4 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 28 | 7 | 4 | 7 | 4 | 0 | 0 | 7 | 4 | 2003 | | | | | | | | |
| | | 23 | 34 | 80 | 6 | 6 | 0 | 0 | 10 | 15 | 38 | 60 | 25 | 45 | 10 | 20 | 0 | 0 | 10 | 30 | 2004 | | | | | | | | |
| | | 9 | 7 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 5 | 4 | 5 | 5 | 0 | 0 | 5 | 5 | 2005 | | | | | | | | |
| | | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 9 | 1 | 4 | 2 | 8 | 0 | 0 | 1 | 4 | 2006 | | | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of in-struct-ors, "sec-ond-ary." | | Number of students in second-ary grade. | | Number pre-paring for col-lege classi-cal course. | |
|-----------------|------------------------|---------------------------------|----------------------------|---|---------|---|---------|---|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| OHIO—continued. | | | | | | | | | |
| 2007 | Dennison | High School | J. C. Conway | 1 | 1 | 17 | 25 | | |
| 2008 | Derby | do | Jerry Dennis | 1 | 1 | 10 | 11 | 2 | 0 |
| 2009 | Deshler | do | H. J. Gardner, M. D. | 1 | 0 | 11 | 14 | 3 | 1 |
| 2010 | Dresden | do | Miss Nellie Talbot | 1 | 1 | 40 | 40 | | |
| 2011 | East Cleveland | do | W. S. Hayden | 1 | 1 | 29 | 27 | 2 | 1 |
| 2012 | Eaton | do | W. H. Wehrly | 8 | 0 | 25 | 28 | 5 | 4 |
| 2013 | Elida | do | John Davison | 1 | 2 | 20 | 27 | | |
| 2014 | Elyria | do | Ida C. Allen | 1 | 4 | 69 | 96 | 5 | 3 |
| 2015 | Fairfield | do | G. A. Hubbell | 1 | 0 | 2 | 14 | | |
| 2016 | Findlay | do | J. F. Smith | 1 | 3 | 59 | 86 | | |
| 2017 | Forest | Union School | C. F. Zimmerman | 1 | 0 | 19 | 26 | | |
| 2018 | Fort Recovery | do | J. C. Gibney | 1 | 0 | 11 | 12 | 0 | 1 |
| 2019 | Fostoria | High School | H. S. C. T. Abbott | 0 | 2 | 15 | 27 | | |
| 2020 | Frankfort | do | J. M. Kay | 1 | 0 | 12 | 16 | | |
| 2021 | Franklin | Union School | Hampton Bennett | 2 | 0 | 21 | 26 | 4 | 0 |
| 2022 | Frazersburg | High School | E. E. Smock | 1 | 0 | 18 | 17 | | |
| 2023 | Fredrickstown | Union School | C. W. Durbin | 1 | 1 | 18 | 24 | 2 | 2 |
| 2024 | Freeport | High School | B. W. Rowland | 0 | 3 | 17 | 27 | 5 | 8 |
| 2025 | Fremont | do | A. M. Hyde | 2 | 1 | 42 | 78 | | |
| 2026 | Gahanna | do | J. Everett Holland | 1 | 0 | 28 | 20 | 8 | 4 |
| 2027 | Galena | do | M. N. Miller | 1 | 0 | 18 | 15 | 10 | 12 |
| 2028 | Galion | do | A. W. Lewis | 2 | 1 | 9 | 31 | 1 | 0 |
| 2029 | Gambier | do | W. A. Adams | 1 | 0 | 10 | 18 | | |
| 2030 | Garrettsville | do | J. J. Jackson | 2 | 0 | 32 | 39 | | |
| 2031 | Genoa | do | W. D. Pepple | 1 | 0 | 5 | 8 | | |
| 2032 | Georgetown | do | T. J. Currey | 2 | 0 | 21 | 23 | | |
| 2033 | Germantown | do | J. F. Fenton | 2 | 0 | 19 | 32 | 0 | 1 |
| 2034 | Girard | do | A. W. Kennedy | 1 | 1 | 21 | 30 | | |
| 2035 | Glendale | do | Charles F. Dean | 1 | 0 | 1 | 10 | | |
| 2036 | Glenville | do | H. L. Cosgrove | 0 | 6 | 19 | 17 | 0 | 1 |
| 2037 | Good Hope | do | A. F. Lyle | 1 | 0 | 1 | 5 | | |
| 2038 | Grafton | Rawsonville High School | H. M. Ebert | 1 | 0 | 7 | 8 | | |
| 2039 | Granville | High School | Horace A. Stokes | 1 | 1 | 30 | 31 | | |
| 2040 | Greenfield | Union High School | L. C. McGarraugh | 1 | 2 | 15 | 54 | | |
| 2041 | Greenville | High School | F. M. White | 2 | 1 | 36 | 64 | | |
| 2042 | Greenwich | do | G. W. Walker | 2 | 0 | 23 | 34 | | |
| 2043 | Groveport | Union School | J. A. Wilcox | 1 | 0 | 18 | 21 | | |
| 2044 | Hamilton | High School | W. P. Cope | 2 | 3 | 64 | 113 | | |
| 2045 | Hanover | do | T. A. Edwards | 1 | 1 | 19 | 18 | | |
| 2046 | Harrison | do | Charles F. Stegmaier | 1 | 2 | 14 | 23 | | |
| 2047 | Hartford | do | L. S. McCartney | 1 | 0 | 5 | 7 | 4 | 0 |
| 2048 | Hartwell | do | J. L. Trisler | 1 | 1 | 22 | 18 | 2 | 0 |
| 2049 | Harveysburg | do | N. L. Monce | 1 | 0 | 12 | 18 | 1 | 0 |
| 2050 | Hayesville | do | D. K. Andrews | 1 | 1 | 18 | 25 | 1 | 1 |
| 2051 | Hebron | do | F. E. Slabaugh | 1 | 2 | 23 | 26 | | |
| 2052 | Hicksville | do | W. E. Bowman | 1 | 1 | 34 | 36 | | |
| 2053 | Highland | New Lexington High School | R. B. Barrett | 1 | 0 | 17 | 18 | | |
| 2054 | Hillards | do | James H. Brown | 1 | 1 | 16 | 14 | 1 | 2 |
| 2055 | Hillsboro | do | E. G. Smith | 3 | 1 | 35 | 65 | 8 | 0 |
| 2056 | Hubbard | Central High School | L. L. Campbell | 1 | 1 | 10 | 18 | 2 | 1 |
| 2057 | Huntsville | High School | Asa Marlin | 1 | 0 | 7 | 17 | | |
| 2058 | Ironton | do | L. W. Sheppard | 1 | 3 | 43 | 93 | 14 | 16 |
| 2059 | Jackson | do | John R. Smith | 2 | 0 | 25 | 49 | | |
| 2060 | Jacksontown | do | Everett Beeks | 1 | 0 | 14 | 16 | | |
| 2061 | Jefferson | Educational Institute | R. S. Thomas | 3 | 3 | 75 | 60 | | |
| 2062 | Johnstown | High School | M. C. Smith | 1 | 1 | 11 | 19 | 0 | 2 |
| 2063 | Junction City | do | L. G. Addison | 1 | 2 | 5 | 20 | | |
| 2064 | Kalida | do | H. F. Hooper | 1 | 3 | 21 | 21 | 3 | 0 |
| 2065 | Kelley's Island | do | Miss Nannie V. Hayes | 0 | 1 | 18 | 12 | | |
| 2066 | Kent | High School (dept.) | A. B. Stutzman | 1 | 2 | 31 | 76 | | |

| Number preparing for college scientific course. | | Total number of graduates, 1891. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----|----------------------------------|----|------------------------------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|-------|---------|--|--|--|--|--|--|
| | | | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | |
| | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | |
| --- | --- | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 10 | 7 | 5 | 5 | 5 | 0 | 0 | 0 | 0 | | | | | | | | | |
| 0 | 0 | 6 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 5 | 12 | 3 | 12 | 12 | 1 | 3 | 3 | 2007 | | | | | | | | | |
| 8 | 3 | 7 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 5 | 1 | 1 | 1 | 0 | 0 | 0 | 2008 | | | | | | | | | |
| 5 | 0 | 8 | 12 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 13 | 17 | 8 | 13 | 9 | 0 | 0 | 0 | 2009 | | | | | | | | | |
| 15 | 20 | 8 | 16 | 16 | 2 | 1 | 0 | 0 | 0 | 0 | 8 | 8 | 3 | 3 | 6 | 8 | 4 | 6 | 8 | 2010 | | | | | | | | | |
| 20 | 30 | 8 | 15 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 6 | 7 | 6 | 0 | 5 | 6 | 2011 | | | | | | | | | |
| --- | --- | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 25 | 15 | 6 | 6 | 0 | 0 | 0 | 0 | 2012 | | | | | | | | | |
| --- | --- | 25 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 2013 | | | | | | | | | |
| --- | --- | 26 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 60 | 15 | 20 | 26 | 27 | 15 | 20 | 18 | 2014 | | | | | | | | | |
| --- | --- | 27 | 55 | 10 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 8 | 0 | 3 | 0 | 4 | 0 | 0 | 2 | 2015 | | | | | | | | | |
| 1 | 1 | 5 | 11 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 57 | 75 | 12 | 12 | 12 | 6 | 0 | 0 | 7 | 2016 | | | | | | | | | |
| --- | --- | 10 | 12 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 10 | 2 | 5 | 5 | 12 | 0 | 0 | 0 | 2017 | | | | | | | | | |
| 1 | 0 | 3 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 12 | 7 | 11 | 11 | 12 | 0 | 0 | 3 | 2018 | | | | | | | | | |
| --- | --- | 9 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 23 | 13 | 20 | 1 | 2 | 3 | 2 | 0 | 2019 | | | | | | | | | |
| 1 | 0 | 5 | 18 | 22 | 0 | 0 | 0 | 0 | 0 | 10 | 18 | 20 | 13 | 20 | 1 | 0 | 12 | 18 | 21 | 2020 | | | | | | | | | |
| --- | --- | 5 | 4 | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 7 | 1 | 1 | 4 | 0 | 0 | 0 | 1 | 2021 | | | | | | | | | |
| 2 | 3 | 4 | 12 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 12 | 5 | 5 | 0 | 0 | 0 | 0 | 7 | 2022 | | | | | | | | | |
| --- | --- | 18 | 15 | 35 | 0 | 0 | 0 | 0 | 0 | 10 | 15 | 5 | 16 | 1 | 6 | 7 | 0 | 0 | 2 | 2023 | | | | | | | | | |
| 5 | 6 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2024 | | | | | | | | | |
| 5 | 0 | 3 | 9 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 5 | 5 | 5 | 5 | 5 | 0 | 0 | 5 | 2025 | | | | | | | | | |
| --- | --- | 111 | 10 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 10 | 2 | 11 | 2 | 11 | 2 | 11 | 5 | 10 | 2026 | | | | | | | | |
| --- | --- | 66 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 15 | 6 | 8 | 5 | 7 | 10 | 10 | 7 | 10 | 2027 | | | | | | | | |
| --- | --- | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 1 | 3 | 1 | 3 | 0 | 0 | 1 | 3 | 2028 | | | | | | | | |
| 1 | 0 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 23 | 10 | 12 | 15 | 18 | 0 | 0 | 21 | 23 | 2029 | | | | | | | | |
| --- | --- | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 26 | 6 | 14 | 6 | 16 | 4 | 11 | 4 | 11 | 2030 | | | | | | | | |
| --- | --- | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 12 | 2 | 2 | 4 | 2 | 4 | 0 | 0 | 2 | 4</ | | | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|-----------------|------------------------|---------------------------|------------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| OHIO—continued. | | | | | | | | | |
| 2067 | Kenton | High School | J. A. Culler | 2 | 0 | 16 | 38 | 16 | 38 |
| 2068 | Kingston | do | A. L. Ellis | 1 | 2 | 15 | 20 | — | — |
| 2069 | Kingsville | do | C. A. Corbin | 1 | 1 | 33 | 39 | — | — |
| 2070 | Kinsman | do | J. J. H. Hamilton | 1 | 1 | 9 | 10 | — | — |
| 2071 | La Grange | do | G. A. Sorrick | 1 | 1 | 10 | 0 | — | — |
| 2072 | Lakeside | do | H. D. Grindle | 1 | 1 | 10 | 15 | 2 | 3 |
| 2073 | Lancaster | Crawfis Institute | D. C. Arnold | 3 | 0 | 35 | 18 | 2 | 0 |
| 2074 | Lebanon | High School | Joseph F. Lukens | 1 | 0 | 10 | 20 | — | — |
| 2075 | Leetonia | do | Julia E. March | 1 | 1 | 20 | 25 | 5 | 0 |
| 2076 | Leipsic | Union School | C. M. Lewis | 1 | 0 | 15 | 16 | — | — |
| 2077 | Le Roy | High School (dept.) | J. R. Jameson | 1 | 0 | 15 | 12 | — | — |
| 2078 | Lewisburg | High School | F. M. De Motte | 1 | 0 | 11 | 10 | — | — |
| 2079 | Lexington | Union School | J. G. D. Tucker | 0 | 3 | 20 | 21 | — | — |
| 2080 | Lima | High School | S. Steffens | 1 | 3 | 42 | 82 | 4 | 3 |
| 2081 | Lithopolis | do | E. E. Smith | 1 | 1 | 29 | 13 | — | — |
| 2082 | Lodi | do | B. F. Hoever | 2 | 0 | 31 | 28 | 2 | 3 |
| 2083 | Logan | do | R. E. Rayman | 1 | 2 | 15 | 47 | — | — |
| 2084 | Lorain | do | Elizabeth N. McConnell | 1 | 3 | 32 | 50 | — | — |
| 2085 | Loudonville | do | J. W. Scott | 2 | 0 | 11 | 20 | 6 | 17 |
| 2086 | Louisville | do | Frank Jones | 1 | 1 | 13 | 15 | — | — |
| 2087 | Loveland | do | D. N. Cross | 1 | 0 | 7 | 17 | — | — |
| 2088 | Lynchburg | do | Henry G. Williams | 1 | 0 | 16 | 13 | 2 | 0 |
| 2089 | McArthur | do | J. F. Horton | 0 | 5 | 12 | 16 | 3 | 0 |
| 2090 | McComb | do | C. M. Milroy | 1 | 0 | 14 | 24 | — | — |
| 2091 | McConnelsville | do | W. M. Wikoff | 2 | 0 | 23 | 38 | 0 | 2 |
| 2092 | Macksburg | do | Frank P. Wheeler | 0 | 3 | 12 | 20 | — | — |
| 2093 | Madisonville | do | F. P. Dyer | 1 | 1 | 31 | 33 | — | — |
| 2094 | Malvern | do | J. E. Finefrock | 1 | 2 | 23 | 27 | — | — |
| 2095 | Manchester | do | J. W. Jones | 2 | 0 | 27 | 27 | — | — |
| 2096 | Mansfield | do | Miss Emma Pad-dock | 1 | 5 | 47 | 116 | — | — |
| 2097 | Marengo | Special High School | E. W. Green | 1 | 0 | 6 | 8 | — | — |
| 2098 | Marietta | High School | W. W. Boyd | 1 | 2 | 8 | 100 | 0 | 5 |
| 2199 | Marlboro | do | W. S. Jones | 1 | 0 | 7 | 5 | — | — |
| 2100 | Martins Ferry | do | J. A. Bownocker | 1 | 1 | 20 | 16 | — | — |
| 2101 | Martinsville | do | R. B. Fairley | 0 | 2 | 9 | 8 | — | — |
| 2102 | Marysville | do | L. A. Demorest | 1 | 2 | 30 | 45 | 7 | 5 |
| 2103 | Mechanicsburg | do | J. M. Mulford | 1 | 2 | 43 | 34 | — | — |
| 2104 | Medina | do | J. R. Kennan | 1 | 2 | 41 | 43 | 5 | 0 |
| 2105 | Middleport | do | Wm. P. Stewart | 1 | 0 | 21 | 19 | — | — |
| 2106 | Middletown | do | B. B. Harlan | 0 | 2 | 28 | 39 | — | — |
| 2107 | Milan | do | W. G. Scroggie | 1 | 1 | 22 | 19 | 11 | 3 |
| 2108 | Millford Center | Union School | W. H. Sidebottom | 1 | 0 | 16 | 14 | — | — |
| 2109 | Millersport | High School | Jesse W. Snider | 1 | 0 | 5 | 9 | — | — |
| 2110 | Monroe | do | Wilbur N. Mason | 1 | 0 | 12 | 4 | — | — |
| 2111 | Moscow | do | A. G. Turnipseed | 1 | 0 | 18 | 17 | — | — |
| 2112 | Mount Blanchard | do | D. A. Sharp | 1 | 0 | 4 | 6 | 1 | 0 |
| 2113 | Mount Gilead | Union School | M. W. Spear | 1 | 1 | 28 | 32 | — | — |
| 2114 | Mount Pleasant | do | William M. White | 1 | 2 | 14 | 20 | — | — |
| 2115 | Mount Sterling | do | John Miller | 1 | 0 | 10 | 23 | — | — |
| 2116 | Mount Vernon | High School | John K. Baxter | 3 | 2 | 51 | 99 | 10 | 15 |
| 2117 | Napoleon | Union School | F. J. Beck | 2 | 1 | 30 | 35 | 5 | 6 |
| 2118 | Nelsonville | High School | F. S. Coultrap | 0 | 2 | 17 | 42 | — | — |
| 2119 | Nevada | do | George Rossiter | 1 | 1 | 6 | 7 | — | — |
| 2120 | Newark | do | S. E. Swartz | 2 | 4 | 40 | 70 | — | — |
| 2121 | New Bremen | do | K. Von der Maaten | 1 | 0 | 17 | 11 | — | — |
| 2122 | New Carlisle | do | Granville Ort | 2 | 0 | 10 | 12 | — | — |
| 2123 | New Holland | do | C. L. Thomas | 0 | 3 | 9 | 19 | 1 | 1 |
| 2124 | New Lexington | do | James C. Fowler | 0 | 2 | 12 | 24 | 3 | 1 |
| 2125 | New Lisbon | do | Miss Marion Jordan | 1 | 1 | 15 | 40 | — | — |
| 2126 | New Paris | do | F. S. Alley | 1 | 0 | 10 | 15 | — | — |
| 2127 | New Richmond | do | Mrs. W. A. Davis | 1 | 1 | 12 | 26 | 1 | 1 |

public high schools—Continued.

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------|----------------------------------|----|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|-------|---------|-------|---------|-------|---------|-------|---------|----|--|
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | | |
| Male. | Female. | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | |
| | | 10 | 16 | 33 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 13 | 5 | 12 | 22 | 3 | 0 | 0 | 6 | 18 | 0 | 2067 | | | | | | | |
| | | 1 | 3 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 10 | 1 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 2068 | | | | | | | |
| | | 2 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 19 | 2 | 2 | 4 | 0 | 0 | 0 | 6 | 7 | 2 | 2069 | | | | | | | |
| | | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 3 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 2070 | | | | | | | |
| 1 | 0 | 6 | 9 | 12 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 2071 | | | | | | | |
| | | 7 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 7 | 3 | 2 | 3 | 1 | 1 | 1 | 3 | 0 | 0 | 2072 | | | | | | | |
| | | 8 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 11 | 3 | 3 | 9 | 9 | 9 | 20 | 10 | 20 | 2073 | | | | | | | | |
| | | 9 | 10 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 12 | 5 | 5 | 5 | 5 | 5 | 5 | 9 | 5 | 5 | 2074 | | | | | | | |
| | | 10 | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 0 | 2075 | | | | | | | |
| | | 11 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 3 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 2076 | | | | | | | |
| | | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 13 | 6 | 6 | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 2077 | | | | | | | |
| | | 13 | 20 | 49 | 0 | 0 | 0 | 0 | 0 | 10 | 21 | 33 | 70 | 18 | 33 | 16 | 22 | 3 | 7 | 10 | 1 | 2 | 2078 | | | | | | | | |
| | | 14 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 6 | 4 | 3 | 3 | 3 | 0 | 0 | 0 | 1 | 2 | 2079 | | | | | | | | |
| | | 15 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 15 | 3 | 3 | 2 | 8 | 0 | 0 | 0 | 2 | 2 | 2080 | | | | | | | | |
| | | 16 | 15 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 15 | 13 | 4 | 4 | 13 | 4 | 13 | 4 | 13 | 4 | 2081 | | | | | | | | |
| | | 17 | 13 | 26 | 0 | 0 | 0 | 0 | 0 | 21 | 29 | 21 | 18 | 9 | 9 | 11 | 11 | 5 | 4 | 10 | 12 | 12 | 2082 | | | | | | | | |
| | | 18 | 4 | 8 | 0 | 0 | 0 | 0 | 0 | 2 | 7 | 9 | 17 | 3 | 5 | 7 | 7 | 0 | 0 | 3 | 5 | 0 | 2083 | | | | | | | | |
| | | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 8 | 0 | 7 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 2084 | | | | | | | | |
| | | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 9 | 8 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 2085 | | | | | | | | |
| | | 21 | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 4 | 5 | 3 | 4 | 4 | 4 | 2 | 9 | 2086 | | | | | | | | |
| | | 22 | 11 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 26 | 8 | 8 | 6 | 4 | 3 | 8 | 8 | 9 | 2087 | | | | | | | | |
| | | 23 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 8 | 4 | 8 | 0 | 0 | 0 | 0 | 3 | 8 | 2088 | | | | | | | | |
| | | 24 | 31 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 17 | 7 | 16 | 4 | 5 | 6 | 7 | 23 | 28 | 2089 | | | | | | | | |
| | | 25 | 14 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 17 | 0 | 0 | 5 | 6 | 0 | 0 | 0 | 0 | 2090 | | | | | | | | |
| | | 26 | 21 | 22 | 0 | 0 | 0 | 0 | 0 | 8 | 40 | 40 | 80 | 20 | 47 | 12 | 18 | 12 | 12 | 12 | 12 | 12 | 2091 | | | | | | | | |
| | | 27 | 4 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 20 | 47 | 18 | 23 | 5 | 16 | 8 | 24 | 2092 | | | | | | | | |
| | | 28 | 2 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 2 | 1 | 2 | 0 | 0 | 2 | 2 | 1 | 2093 | | | | | | | | |
| | | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 8 | 20 | 7 | 23 | 3 | 29 | 0 | 0 | 0 | 15 | 7 | 23 | 2094 | | | | | | | | |
| | | 30 | 8 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 3 | 0 | 1 | 0 | 0 | 2 | 2 | 2 | 2095 | | | | | | | | |
| | | 31 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 8 | 5 | 8 | 3 | 5 | 0 | 0 | 2 | 5 | 2100 | | | | | | | | |
| | | 32 | 24 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 4 | 2 | 2 | 1 | 0 | 0 | 2 | 1 | 2101 | | | | | | | | |
| | | 33 | 30 | 45 | 7 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 15 | 3 | 12 | 3 | 12 | 8 | 16 | 10 | 15 | 2102 | | | | | | | | |
| | | 34 | 12 | 25 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 20 | 27 | 8 | 9 | 15 | 8 | 5 | 12 | 0 | 0 | 2103 | | | | | | | | |
| | | 35 | 21 | 11 | 5 | 0 | 0 | 0 | 0 | 10 | 12 | 24 | 22 | 19 | 16 | 19 | 9 | 12 | 0 | 0 | 15 | 17 | 2104 | | | | | | | | |
| | | 36 | 21 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 22 | 2 | 12 | 2 | 5 | 0 | 0 | 3 | 5 | 2105 | | | | | | | | | |
| | | 37 | 20 | 35 | 0 | 0 | 0 | 0 | 0 | 6 | 10 | 20 | 27 | 15 | 18 | 15 | 12 | 0 | 0 | 20 | 20 | 2106 | | | | | | | | | |
| | | 38 | 9 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 12 | 6 | 5 | 16 | 13 | 0 | 0 | 16 | 13 | 2107 | | | | | | | | | |
| | | 39 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 7 | 12 | 16 | 14 | 2 | 7 | 2 | 7 | 0 | 0 | 0 | 7 | 7 | 2108 | | | | | | | | |
| | | 40 | 12 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 2 | 6 | 1 | 0 | 0 | 0 | 0 | 12 | 4 | 2110 | | | | | | | | | |
| | | 41 | 4 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 11 | 4 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 2111 | | | | | | | | | |
| | | 42 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 6 | 1 | 5 | 4 | 6 | 0 | 0 | 4 | 6 | 2112 | | | | | | | | | |
| | | 43 | 15 | 24 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 18 | 10 | 11 | 5 | 6 | 5 | 5 | 5 | 15 | 2113 | | | | | | | | | |
| | | 44 | 3 | 7 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 16 | 7 | 10 | 7 | 10 | 4 | 4 | 0 | 0 | 2114 | | | | | | | | | |
| | | 45 | 3 | 3 | 5 | 0 | 0 | 0 | 0 | 4 | 15 | 9 | 24 | 1 | 12 | 0 | 11 | 0 | 0 | 0 | 2 | 2115 | | | | | | | | | |
| | | 46 | 29 | 18 | 23 | 2 | 0 | 0 | 0 | 0 | 0 | 30 | 40 | 22 | 36 | 10 | 20 | 8 | 15 | 30 | 44 | 2116 | | | | | | | | | |
| | | 47 | 10 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 15 | 8 | 15 | 3 | 4 | 0 | 0 | 6 | 10 | 2117 | | | | | | | | | |
| | | 48 | 12 | 3 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 42 | 1 | 12 | 0 | 0 | 1 | 12 | 0 | 0 | 2118 | | | | | | | | | |
| | | 49 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 7 | 4 | 1 | 4 | 2 | 0 | 0 | 2 | 3 | 2119 | | | | | | | | | |
| | | 50 | 20 | 35 | 0 | 0 | 0 | 0 | 0 | 20 | 36 | 40 | 70 | 15 | 30 | 15 | 30 | 8 | 20 | 8 | 22 | 2120 | | | | | | | | | |
| | | 51 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 11 | 17 | 11 | 4 | 7 | 8 | 5 | 0 | 0 | 9 | 3 | 2121 | | | | | | | | | |
| | | 52 | 4 | 7 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 11 | 10 | 0 | 3 | 4 | 0 | 0 | 7 | 7 | 2122 | | | | | | | | | |
| | | 53 | 3 | 3 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 16 | 3 | 3 | 3 | 6 | 0 | 0 | 3 | 7 | 2123 | | | | | | | | | |
| | | 54 | 4 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 24 | 4 | 6 | 3 | 7 | 0 | 0 | 4 | 8 | 2124 | | | | | | | | | |
| | | 55 | 4 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 10 | 5 | 12 | 3 | 12 | 2 | 1 | 3 | 12 | 2125 | | | | | | | | | |
| | | 56 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 14 | 6 | 4 | 4 | 6 | 0 | 0 | 6 | 5 | 2126 | | | | | | | | | |
| | | 57 | 5 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 14 | 5 | 11 | 3 | 11 | 0 | 0 | 12 | 25 | 2127 | | | | | | | | | |

TABLE 6—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|-----------------|------------------------|-------------------------|----------------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| OHIO—continued. | | | | | | | | | |
| 2123 | New Straitsville | High School | C. L. Williams | 1 | 0 | 5 | 16 | | |
| 2129 | New Vienna | do | Frank H. Roberts | 1 | 1 | 8 | 9 | | |
| 2130 | New Washington | do | J. F. Kimberline | 2 | 0 | 14 | 18 | 1 | 2 |
| 2131 | Niles | do | Lida Baldwin | 1 | 1 | 8 | 17 | | |
| 2132 | North Amherst | do | M. Lamberton | 1 | 1 | 18 | 32 | | |
| 2133 | North Baltimore | do | W. M. Waltermire | 1 | 0 | 15 | 39 | | |
| 2134 | North Livingsburg. | do | B. F. Finkel | 2 | 0 | 2 | 6 | 2 | 4 |
| 2135 | Oak Harbor | do | George H. Withey | 1 | 1 | 20 | 14 | | |
| 2136 | Oberlin | do | Miss Grace Leavitt. | 1 | 3 | 74 | 91 | | |
| 2137 | Orrville | do | J. L. Wright | 1 | 0 | 12 | 22 | | |
| 2138 | Orwell | Normal Institute | F. E. Morrison | 0 | 2 | 7 | 12 | 0 | 1 |
| 2139 | Osborn | High School | S. S. Gabriel | 1 | 1 | 8 | 14 | 7 | 11 |
| 2140 | Ostrander | do | J. W. Cross | 1 | 1 | 9 | 12 | 2 | 2 |
| 2141 | Oxford | do | W. H. Stewart | 1 | 2 | 33 | 35 | | |
| 2142 | Payne | do | F. Livingood | 1 | 0 | 5 | 7 | | |
| 2143 | Perrysburg | do | I. N. Saddler | 1 | 1 | 27 | 31 | | |
| 2144 | Perrysville | do | D. P. Fulmer | 2 | 1 | 3 | 8 | | |
| 2145 | Pickerington | do | E. E. Arnold | 0 | 1 | 18 | 16 | 5 | 4 |
| 2146 | Pierport | do | D. G. Hurlburt | 0 | 1 | 19 | 11 | | |
| 2147 | Piqua | do | Mary E. Hall | 1 | 1 | 32 | 97 | 7 | 2 |
| 2148 | Plain City | do | Geo. A. Chambers | 1 | 0 | 17 | 23 | 1 | 2 |
| 2149 | Pleasant Hill | do | C. H. Teach | 1 | 0 | 5 | 29 | | |
| 2150 | Port Clinton | do | James McInnis | 1 | 1 | 20 | 29 | | |
| 2151 | Portsmouth | do | Miss Emily Ball | 2 | 3 | 42 | 92 | | |
| 2152 | Put in Bay | do | J. C. Oldt | 1 | 0 | 2 | 4 | | |
| 2153 | Quaker City | do | Alva B. Hall | 2 | 0 | 20 | 31 | | |
| 2154 | Ravenna | do | W. C. Van Ness | 3 | 2 | 22 | 52 | | |
| 2155 | Reynoldsburg | do | D. J. Snyder | 1 | 1 | 19 | 15 | | |
| 2156 | Ritchwood | do | J. W. Simon | 1 | 1 | 7 | 20 | 1 | 0 |
| 2157 | Ripley | Union School | Isaac Mitchell | 2 | 0 | 25 | 30 | | |
| 2158 | Rock Creek | High School | A. A. Prentice, B.S. | 2 | 0 | 20 | 40 | | |
| 2159 | Roseville | do | John A. Williams | 1 | 0 | 18 | 20 | | |
| 2160 | Rushsylvania | do | Robert R. Oder | 1 | 0 | 14 | 16 | | |
| 2161 | Sabina | Special School | W. J. Sewell | 1 | 0 | 12 | 21 | | |
| 2162 | St. Clairsville | High School | George Rossiter, superintendent. | 0 | 5 | 20 | 30 | | |
| 2163 | St. Marys | do | Miss Harriet E. Day. | 1 | 3 | 16 | 48 | | |
| 2164 | St. Paris | do | L. I. Morse | 1 | 1 | 25 | 25 | 2 | 3 |
| 2165 | Salem | do | Frank R. Dyer | 1 | 2 | 56 | 65 | 40 | 20 |
| 2166 | Salineville | Union School | R. S. Baker | 1 | 1 | 10 | 8 | 3 | 1 |
| 2167 | Sandusky | High School | Lucius Alvin Hine | 2 | 4 | 42 | 94 | | |
| 2168 | do | do | C. C. Miller, superintendent. | 2 | 3 | 59 | 92 | 10 | 20 |
| 2169 | Scott | Union School | Perry Fosteraght | 1 | 0 | 3 | 6 | | |
| 2170 | Seville | High School | J. A. Lowrie | 0 | 1 | 10 | 8 | | |
| 2171 | Shaucks | Johnsville High School. | F. S. Pottinger | 1 | 0 | 6 | 7 | 7 | 4 |
| 2172 | Shelby | High school | C. H. Handley | 2 | 6 | 21 | 40 | | |
| 2173 | Shiloh | do | F. B. Weaver | 2 | 0 | 25 | 36 | | |
| 2174 | Sidney | do | Ida Haslup | 3 | 2 | 47 | 66 | 4 | 7 |
| 2175 | South Charleston. | do | E. M. Van Cleave | 1 | 1 | 13 | 22 | | |
| 2176 | Sparta | do | B. F. Junkins | 2 | 1 | 16 | 14 | | |
| 2177 | Spencerville | do | N. H. Stulls | 0 | 6 | 23 | 29 | | |
| 2178 | Springfield | do | William H. Weir | 4 | 2 | 55 | 123 | | |
| 2179 | Spring Valley | do | S. E. Pearson | 1 | 0 | 3 | 11 | | |
| 2180 | Steubenville | do | E. W. Matthews | 2 | 3 | 55 | 81 | 7 | 0 |
| 2181 | Stockport | Special School | F. M. Gill | 1 | 0 | 13 | 28 | 3 | 1 |
| 2182 | Summerfield | High School | John R. Franklin | 1 | 0 | 14 | 10 | | |
| 2183 | Sunbury | do | Walter W. Storms | 1 | 0 | 16 | 18 | 6 | 3 |

public high schools—Continued.

| Number preparing for college scientific course. | | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------|----|----------------------------------|-------|---------|-------|---------|-------|---------|-------|---------|-------|----------|-------|-----------|-------|----------|-------|------------|-------|------------------|-------|---------|-------|---------|-------|---------|--|--|--|--|--|
| | | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male. | Female. | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | |
| | | | 2 | 5 | 16 | 0 | 0 | 0 | 0 | 0 | 5 | 16 | 0 | 0 | 5 | 16 | 0 | 0 | 5 | 16 | 2128 | | | | | | | | | | | |
| | | | 3 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 0 | 0 | 5 | 5 | 0 | 0 | 5 | 5 | 2129 | | | | | | | | | | | |
| | | | 13 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 6 | 8 | 3 | 13 | 4 | 3 | 4 | 0 | 0 | 0 | 2130 | | | | | | | | | | | |
| | | | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2131 | | | | | | | | | | | |
| | | | 9 | 2 | 8 | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 5 | 11 | 4 | 0 | 0 | 0 | 0 | 0 | 2132 | | | | | | | | | | | |
| | | | | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 36 | 4 | 9 | 2 | 0 | 0 | 2133 | | | | | | | | | | | |
| | | | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 1 | 2 | 0 | 0 | 0 | 2134 | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | 31 | 16 | 14 | 0 | 0 | 0 | 0 | 10 | 6 | 20 | 4 | 7 | 4 | 7 | 4 | 0 | 0 | 10 | 6 | 2135 | | | | | | | | | |
| | | | | 24 | 71 | 84 | 16 | 10 | 0 | 0 | 0 | 0 | 52 | 61 | 20 | 24 | 20 | 22 | 0 | 0 | 16 | 19 | 2136 | | | | | | | | | |
| | | | | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 18 | 1 | 4 | 10 | 5 | 0 | 0 | 1 | 4 | 2137 | | | | | | | | | |
| | | | | 2 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2138 | | | | | | | | | |
| | | | | 2 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 13 | 1 | 3 | 2 | 3 | 0 | 0 | 0 | 0 | 2139 | | | | | | | | | |
| | | | | | 6 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 12 | 3 | 5 | 3 | 5 | 0 | 0 | 9 | 12 | 2140 | | | | | | | | | |
| | | | | | 17 | 32 | 31 | 0 | 0 | 0 | 11 | 3 | 14 | 16 | 12 | 14 | 12 | 14 | 0 | 0 | 33 | 35 | 2141 | | | | | | | | | |
| | | | | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 7 | 0 | 1 | 4 | 0 | 0 | 1 | 0 | 2142 | | | | | | | | | |
| | | | | | 63 | 15 | 25 | 0 | 0 | 0 | 12 | 20 | 15 | 20 | 3 | 9 | 8 | 12 | 0 | 0 | 7 | 8 | 2143 | | | | | | | | | |
| | | | | | 6 | 3 | 8 | 0 | 0 | 0 | 0 | 0 | 3 | 8 | 2 | 4 | 2 | 4 | 0 | 0 | 2 | 4 | 2144 | | | | | | | | | |
| | | | | | 6 | 5 | 4 | 0 | 0 | 0 | 6 | 7 | 8 | 2 | 4 | 3 | 6 | 4 | 0 | 0 | 7 | 8 | 2145 | | | | | | | | | |
| | | | | | | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 8 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 2146 | | | | | | | | | |
| | | | | | 6 | 32 | 66 | 4 | 0 | 0 | 0 | 0 | 0 | 15 | 28 | 12 | 22 | 4 | 16 | 4 | 16 | 10 | 20 | 2147 | | | | | | | | |
| | | | | | | 14 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 24 | 2 | 2 | 6 | 11 | 0 | 0 | 6 | 8 | 2148 | | | | | | | | |
| | | | | | | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 7 | 3 | 4 | 3 | 4 | 0 | 0 | 3 | 4 | 2149 | | | | | | | | |
| | | | | | | 3 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 6 | 9 | 5 | 6 | 4 | 1 | 0 | 0 | 5 | 6 | 2150 | | | | | | | | |
| | | | | | | 17 | 29 | 64 | 0 | 0 | 9 | 23 | 27 | 60 | 37 | 74 | 9 | 12 | 11 | 14 | 41 | 85 | 2151 | | | | | | | | | |
| | | | | | | | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 0 | 4 | 0 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 2152 | | | | | | | | |
| | | | | | | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 17 | 12 | 17 | 12 | 17 | 0 | 0 | 3 | 8 | 2153 | | | | | | | | |
| | | | | | | 14 | 8 | 23 | 0 | 0 | 0 | 0 | 0 | 16 | 39 | 4 | 12 | 4 | 17 | 0 | 0 | 4 | 14 | 2154 | | | | | | | | |
| | | | | | | 11 | 16 | 15 | 0 | 3 | 0 | 0 | 0 | 79 | 9 | 8 | 5 | 10 | 10 | 5 | 4 | 3 | 8 | 2155 | | | | | | | | |
| | | | | | | 5 | 7 | 20 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 5 | 10 | 5 | 10 | 0 | 0 | 5 | 10 | 2156 | | | | | | | | |
| | | | | | | 10 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 30 | 1 | 9 | 10 | 12 | 1 | 9 | 12 | 16 | 2157 | | | | | | | | |
| | | | | | | | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 7 | 6 | 7 | 6 | 7 | 6 | 0 | 0 | 0 | 0 | 2158 | | | | | | | | |
| | | | | | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 21 | 2 | 5 | 3 | 3 | 0 | 0 | 12 | 20 | 2159 | | | | | | | | |
| | | | | | | | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 2 | 3 | 3 | 4 | 0 | 0 | 0 | 0 | 2160 | | | | | | | | |
| | | | | | | 23 | 4 | 9 | 0 | 0 | 0 | 0 | 0 | 8 | 13 | 1 | 4 | 5 | 4 | 1 | 3 | 0 | 0 | 2161 | | | | | | | | |
| | | | | | | | 8 | 2 | 0 | 0 | 0 | 0 | 0 | 8 | 18 | 6 | 10 | 10 | 4 | 0 | 0 | 6 | 10 | 2162 | | | | | | | | |
| | | | | | | 0 | 3 | 7 | 0 | 5 | 0 | 0 | 0 | 2 | 5 | 0 | 1 | 0 | 5 | 1 | 3 | 4 | 11 | 2163 | | | | | | | | |
| | | | | | | 7 | 3 | 7 | 7 | 15 | 0 | 0 | 0 | 14 | 12 | 3 | 5 | 5 | 5 | 0 | 0 | 3 | 5 | 2164 | | | | | | | | |
| | | | | | | 0 | 0 | 13 | 7 | 44 | 0 | 0 | 0 | 30 | 50 | 22 | 26 | 22 | 26 | 4 | 8 | 12 | 15 | 2165 | | | | | | | | |
| | | | | | | 4 | 0 | | 0 | 0 | 0 | 0 | 0 | 10 | 8 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 2166 | | | | | | | | |
| | | | | | | 15 | 10 | 20 | 21 | 30 | 0 | 2 | 20 | 30 | 58 | 9 | 17 | 17 | 23 | 16 | 20 | 25 | 19 | 2167 | | | | | | | | |
| | | | | | | | 30 | 45 | 0 | 0 | 0 | 59 | 92 | 45 | 75 | 25 | 35 | 15 | 25 | 11 | 24 | 9 | 16 | 2168 | | | | | | | | |
| | | | | | | 3 | 5 | | 0 | 1 | 0 | 0 | 0 | 3 | 6 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 2169 | | | | | | | | |
| | | | | | | 2 | 0 | 3 | 3 | 6 | 0 | 0 | 0 | 10 | 8 | 2 | 1 | 2 | 1 | 0 | 0 | 3 | 1 | 2170 | | | | | | | | |
| | | | | | | | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 3 | 2 | 3 | 4 | 0 | 0 | 3 | 2 | 2171 | | | | | | | | |
| | | | | | | | 8 | 16 | 0 | 0 | 0 | 0 | 0 | 17 | 39 | 0 | 0 | 0 | 0 | 0 | 3 | 7 | 2172 | | | | | | | | | |
| | | | | | | 3 | 9 | 12 | 0 | 0 | 0 | 0 | 0 | 9 | 12 | 4 | 7 | 4 | 7 | 4 | 7 | 4 | 7 | 2173 | | | | | | | | |
| | | | | | | 16 | 16 | 33 | 4 | 7 | 0 | 0 | 0 | 34 | 43 | 20 | 35 | 12 | 15 | 10 | 20 | 34 | 30 | 2174 | | | | | | | | |
| | | | | | | 6 | 13 | 22 | 0 | 0 | 0 | 0 | 0 | 10 | 16 | 3 | 6 | 3 | 6 | 0 | 0 | 5 | 4 | 2175 | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | 7 | 7 | 6 | 0 | 0 | 0 | 0 | 0 | 10 | 8 | 6 | 1 | 7 | 6 | 0 | 0 | 6 | 2 | 2176 | | | | | | | | |
| | | | | | | 13 | 7 | 9 | 0 | 0 | 0 | 0 | 0 | 23 | 29 | 23 | 29 | 23 | 29 | 0 | 0 | 23 | 29 | 2177 | | | | | | | | |
| | | | | | | 27 | 27 | 62 | 0 | 0 | 0 | 5 | 31 | 34 | 65 | 15 | 34 | 17 | 34 | 6 | 5 | 14 | 34 | 2178 | | | | | | | | |
| | | | | | | 5 | 0 | 2 | 0 | 0 | 0 | 0 | 5 | 0 | 11 | 0 | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 2179 | | | | | | | | |
| | | | | | | 4 | 3 | 24 | 20 | 16 | 0 | 0 | 0 | 35 | 48 | 28 | 13 | 33 | 39 | 19 | 13 | 0 | 0 | 2180 | | | | | | | | |
| | | | | | | 10 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 10 | 20 | 12 | 7 | 10 | 5 | 0 | 0 | 3 | 3 | 2181 | | | | | | | | |
| | | | | | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 9 | 2 | 2 | 0 | 0 | 0 | 0 | 1 | 2 | 2182 | | | | | | | | |
| | | | | | | 5 | 0 | 6 | 9 | 12 | 0 | 0 | 0 | 4 | 6 | 4 | 0 | 4 | 1 | 3 | 3 | 2 | 6 | 2183 | | | | | | | | |

TABLE 6.—Statistics of

| State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|-----------------------------|------------------------------------|-------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | Male. | Female. | Male. | Female. | Male. | Female. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| OHIO—continued. | | | | | | | | |
| 2184 Tallmadge..... | Central High School... | Anna M. Nutting..... | 0 | 1 | 11 | 13 | — | — |
| 2185 Tarlton..... | High School..... | George W. Toofill..... | 1 | 0 | 13 | 9 | — | — |
| 2186 Terre Haute..... | Madriver Township High School..... | Samuel S. Neff..... | 1 | 0 | 10 | 4 | 2 | 1 |
| 2187 Tiffin..... | High School..... | C. A. Krout..... | 3 | 1 | 26 | 96 | — | — |
| 2188 Tippecanoe..... | do..... | J. T. Bartmess..... | 1 | 1 | 22 | 25 | — | — |
| 2189 Toledo..... | do..... | H. C. Adams..... | 4 | 8 | 133 | 276 | — | — |
| 2190 Troy..... | do..... | Aron Grady..... | 2 | 2 | 35 | 37 | 5 | 5 |
| 2191 Uhrichsville..... | do..... | R. B. Smith..... | 1 | 1 | 19 | 41 | — | — |
| 2192 Unionville Center..... | do..... | F. M. Cosner..... | 1 | 0 | 6 | 7 | 2 | 1 |
| 2193 Upper Sandusky..... | do..... | W. A. Baker..... | 1 | 0 | 14 | 27 | — | — |
| 2194 Urbana..... | do..... | William McK. Vance..... | 1 | 1 | 34 | 51 | 5 | 12 |
| 2195 Utica..... | do..... | I. C. Guinther..... | 1 | 1 | 15 | 20 | — | — |
| 2196 Van Buren..... | do..... | J. Sherman Beck..... | 1 | 0 | 4 | 5 | — | — |
| 2197 Vanlue..... | do..... | L. E. Huston..... | 1 | 0 | 21 | 2 | — | — |
| 2198 Vermillion..... | do..... | J. O. Versoy..... | 1 | 0 | 19 | 10 | — | — |
| 2199 Versailles..... | do..... | W. F. Allgire..... | 0 | 2 | 27 | 25 | 1 | 0 |
| 2200 Wadsworth..... | do..... | F. M. Plank..... | 2 | 1 | 23 | 34 | 5 | 6 |
| 2201 Warren..... | do..... | C. P. Lynch..... | 3 | 1 | 50 | 75 | 5 | 5 |
| 2202 Waterville..... | do..... | F. B. Pinkerton..... | 1 | 0 | 4 | 6 | — | — |
| 2203 Waverly..... | do..... | James H. Douglas..... | 2 | 0 | 20 | 30 | — | — |
| 2204 Wellington..... | do..... | Alma Sprague..... | 1 | 3 | 62 | 60 | 6 | 4 |
| 2205 West Alexandria..... | do..... | C. O. Howell..... | 1 | 0 | 18 | 7 | 2 | 0 |
| 2206 Westerville..... | do..... | T. M. Fouts..... | 2 | 0 | 24 | 23 | — | — |
| 2207 West Liberty..... | do..... | J. M. Reason..... | 2 | 0 | 17 | 11 | — | — |
| 2208 West Milton..... | do..... | W. W. Evans..... | 1 | 0 | 8 | 5 | — | — |
| 2209 Weston..... | do..... | Geo. E. Ryan..... | 1 | 0 | 5 | 15 | — | — |
| 2210 West Salem..... | do..... | D. F. Mock..... | 1 | 0 | 37 | 30 | — | — |
| 2211 West Union..... | do..... | Albert C. Hood..... | 1 | 1 | 14 | 20 | 1 | 0 |
| 2212 Westwood..... | do..... | S. T. Logan..... | 1 | 1 | 13 | 11 | — | — |
| 2213 Williamsburg..... | do..... | G. W. Feiter..... | 1 | 0 | 8 | 6 | 3 | 5 |
| 2214 Williamsport..... | do..... | E. B. Wilson..... | 1 | 0 | 10 | 9 | — | — |
| 2215 Willoughby..... | do..... | J. C. Barney..... | 1 | 3 | 14 | 34 | 1 | 1 |
| 2216 Willshire..... | do..... | U. G. Denman..... | 1 | 0 | 15 | 17 | — | — |
| 2217 Wilmington..... | do..... | E. B. Stiles..... | 2 | 0 | 28 | 40 | — | — |
| 2218 Winchester..... | do..... | John Rea..... | 1 | 0 | 9 | 14 | — | — |
| 2219 Winesberg..... | do..... | R. H. Sunkle..... | 1 | 1 | 23 | 24 | — | — |
| 2220 Woodsfield..... | do..... | E. B. Thomas..... | 1 | 0 | 18 | 17 | 2 | 0 |
| 2221 Woodstock..... | do..... | George Waite..... | 1 | 0 | 2 | 14 | — | — |
| 2222 Wooster..... | do..... | Jane A. Boyd..... | 0 | 5 | 59 | 127 | — | — |
| 2223 Worthington..... | do..... | C. J. Showalter..... | 1 | 1 | 10 | 14 | — | — |
| 2224 Wyoming..... | do..... | C. S. Fay..... | 1 | 2 | 27 | 53 | — | — |
| 2225 Xenia..... | do..... | G. J. Graham..... | 3 | 3 | 60 | 93 | — | — |
| 2226 Yellow Springs..... | do..... | A. D. Snively..... | 1 | 0 | 10 | 20 | — | — |
| 2227 Youngstown..... | Ryan High School..... | B. M. Hill..... | 2 | 3 | 60 | 123 | — | — |
| 2228 Zaleski..... | High School..... | C. J. Biery..... | 1 | 0 | 9 | 7 | 0 | 2 |
| 2229 Zanesfield..... | do..... | J. F. Haas..... | 1 | 0 | 8 | 15 | — | — |
| 2230 Zanesville..... | do..... | W. M. Townsend..... | 2 | 6 | 94 | 171 | 8 | 2 |
| OREGON. | | | | | | | | |
| 2231 Ashland..... | High School..... | P. A. Getz..... | 1 | 1 | 15 | 35 | 1 | 0 |
| 2232 Astoria..... | do..... | M. L. Pratt..... | 1 | 1 | 10 | 20 | — | — |
| 2233 Baker City..... | do..... | Herbert Kittredge..... | 2 | 0 | 21 | 22 | — | — |
| 2234 East Portland..... | do..... | R. F. Robinson..... | 1 | 2 | 26 | 44 | — | — |
| 2235 Grant's Pass..... | do..... | Henry L. Benson..... | 1 | 1 | 13 | 22 | — | — |
| 2236 Heppner..... | do..... | A. W. Wier..... | 1 | 0 | 23 | 13 | — | — |
| 2237 Pendleton..... | do..... | W. L. German..... | 1 | 0 | 6 | 6 | — | — |
| 2238 Portland..... | do..... | F. G. Young..... | 3 | 4 | 84 | 185 | 2 | 0 |
| 2239 Union..... | do..... | B. H. Moore..... | 1 | 0 | 3 | 13 | — | — |

public high schools—Continued.

| Number preparing for college scientific course. | | Total number of graduates, 1891. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----------------------------------|----|------------------------------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|-------|---------|--|--|--|--|--|--|--|--|
| | | | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physios. | | Chemistry. | | General history. | | | | | | | | | | | |
| | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | |
| | | | 8 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 10 | 3 | 8 | 2 | | 0 | 0 | | | 2184 | | | | | | | | | |
| | | | 6 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 8 | 1 | 4 | 4 | 0 | 0 | 0 | 13 | 5 | 2185 | | | | | | | | | |
| | | | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 4 | 0 | 0 | 0 | 0 | 0 | 10 | 4 | | 2186 | | | | | | | | | |
| | | | 60 | 9 | 20 | 0 | 0 | 0 | 0 | 6 | 12 | 5 | 25 | 6 | 12 | 12 | | 1 | 22 | 6 | 12 | 2187 | | | | | | | | | |
| | | | 81 | 9 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 5 | 2 | 6 | 4 | 5 | 4 | 5 | 2 | 2188 | | | | | | | | | |
| | | | 14 | 53 | 44 | 6 | 4 | 4 | 70 | 75 | 105 | 70 | 125 | 33 | 62 | 34 | 66 | 19 | 48 | 30 | 43 | 2189 | | | | | | | | | |
| 1 | 0 | | 16 | 33 | 36 | 4 | 0 | 0 | 0 | 3 | 2 | 14 | 15 | 8 | 9 | 5 | 6 | 9 | 5 | 5 | | 2190 | | | | | | | | | |
| | | | 12 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 25 | 3 | 3 | 13 | 0 | 0 | 0 | 0 | | 2191 | | | | | | | | | |
| | | | 10 | 2 | | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | 2192 | | | | | | | | | |
| | | | 29 | 5 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 9 | 3 | 8 | 7 | 0 | 0 | 4 | 7 | | 2193 | | | | | | | | | |
| 4 | 0 | | 5 | 11 | 16 | 0 | 0 | 0 | 5 | 0 | 0 | 13 | 14 | 6 | 15 | 13 | 14 | 13 | 18 | 12 | 18 | 2194 | | | | | | | | | |
| | | | | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 8 | 3 | 4 | 5 | 4 | 0 | 0 | 7 | 8 | 2195 | | | | | | | | | |
| | | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 1 | 3 | 3 | 0 | 0 | 0 | 0 | | 2196 | | | | | | | | | |
| | | | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 5 | 0 | 3 | 0 | 0 | 0 | 7 | 2 | 2197 | | | | | | | | | |
| | | | | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 9 | 1 | 2 | 4 | 3 | 0 | 0 | 4 | 3 | 2198 | | | | | | | | | |
| | | | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 9 | 15 | 16 | 8 | 3 | 0 | 0 | 5 | 4 | 2199 | | | | | | | | | |
| | | | 15 | 8 | 14 | 2 | 3 | 0 | 0 | 0 | 0 | 14 | 23 | 8 | 14 | 8 | 14 | 8 | 14 | 6 | 9 | 2200 | | | | | | | | | |
| | | | 11 | 50 | 75 | 2 | 0 | 0 | 0 | 5 | 8 | 30 | 55 | 30 | 55 | 10 | 8 | 10 | 5 | 10 | 8 | 2201 | | | | | | | | | |
| | | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 1 | 2202 | | | | | | | | | |
| | | | 3 | 3 | 5 | 7 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 3 | 4 | 5 | 7 | 0 | 0 | 5 | 7 | 2203 | | | | | | | | | |
| | | | 16 | 20 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 25 | 15 | 15 | 17 | 10 | 9 | 10 | 12 | 15 | 2204 | | | | | | | | | |
| | | | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 5 | 5 | 3 | 5 | 3 | 0 | 0 | 0 | 0 | 2205 | | | | | | | | | |
| | | | 12 | 14 | 15 | 0 | 0 | 0 | 0 | 0 | 6 | 10 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2206 | | | | | | | | | |
| | | | 2 | 8 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 3 | 4 | 3 | 6 | 3 | 0 | 0 | 4 | 1 | 2207 | | | | | | | | | |
| | | | 6 | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 5 | 6 | 4 | 9 | 2 | 0 | 0 | 0 | 0 | 2208 | | | | | | | | | |
| | | | 2 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 3 | 0 | 7 | 0 | 0 | 1 | 5 | 2209 | | | | | | | | | |
| | | | | 18 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 17 | 5 | 0 | 6 | 0 | 0 | 0 | 6 | 2 | 2210 | | | | | | | | | |
| | | | | 10 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 20 | 5 | 5 | 0 | 0 | 0 | 0 | 7 | 8 | 2211 | | | | | | | | | |
| | | | 4 | 14 | 10 | 0 | 0 | 0 | 0 | 3 | 2 | 24 | 10 | 5 | 1 | 0 | 0 | 0 | 0 | 5 | 1 | 2212 | | | | | | | | | |
| | | | 3 | 5 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 3 | 5 | 3 | 5 | 0 | 0 | 2 | 2 | 2213 | | | | | | | | | |
| | | | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 9 | 2 | 4 | 2 | 4 | 0 | 0 | 0 | 0 | 2214 | | | | | | | | | |
| | | | 17 | 11 | 6 | 26 | 1 | 1 | 0 | 0 | 0 | 0 | 18 | 3 | 4 | 4 | 6 | 4 | 7 | 1 | 2 | 2215 | | | | | | | | | |
| | | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 17 | 2216 | | | | | | | | | |
| | | | 15 | 28 | 40 | 5 | 2 | 0 | 0 | 0 | 0 | 12 | 17 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 17 | 2217 | | | | | | | | | |
| | | | | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 14 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2218 | | | | | | | | | |
| | | | 1 | 0 | 6 | 4 | 4 | 0 | 0 | 0 | 0 | 14 | 14 | 5 | 2 | 0 | 0 | 2 | 1 | 5 | 2 | 2219 | | | | | | | | | |
| | | | | 2 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 10 | 0 | 0 | 2 | 10 | 0 | 0 | 0 | 0 | 2220 | | | | | | | | | |
| | | | | 45 | 38 | 78 | 7 | 7 | 0 | 0 | 9 | 40 | 81 | 0 | 36 | 10 | 22 | 7 | 6 | 9 | 28 | 2221 | | | | | | | | | |
| | | | | 4 | 10 | 14 | 0 | 0 | 0 | 0 | 0 | 10 | 14 | 0 | 5 | 0 | 5 | 0 | 4 | 7 | | 2222 | | | | | | | | | |
| | | | 4 | 5 | 23 | 49 | 2 | 0 | 0 | 0 | 0 | 20 | 37 | 18 | 25 | 7 | 11 | 2 | 4 | 11 | 14 | 2223 | | | | | | | | | |
| | | | | 45 | 53 | 0 | 0 | 0 | 0 | 15 | 33 | 48 | 67 | 30 | 33 | 18 | 28 | 11 | 18 | 17 | 28 | 2224 | | | | | | | | | |
| | | | | 8 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2225 | | | | | | | | | |
| | | | 23 | 54 | 109 | 5 | 7 | 0 | 0 | 10 | 12 | 40 | 63 | 11 | 27 | 4 | 7 | 12 | 23 | 5 | 18 | 2226 | | | | | | | | | |
| | | | 5 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 7 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | | 2227 | | | | | | | | | |
| | | | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 10 | 2 | 3 | 2 | 4 | 0 | 0 | 4 | 2 | 2228 | | | | | | | | | |
| | | | 25 | 69 | 105 | | 5 | 0 | 0 | 0 | 17 | 28 | 25 | 18 | 30 | 18 | 30 | 18 | 30 | 25 | 45 | 2229 | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of in-struct-ors, "second-ary." | | Number of students in second-ary grade. | | Number pre-paring for col-lege classi-cal course. | |
|---------------|------------------------|------------------------------|------------------------------|--|---------|---|---------|---|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| PENNSYLVANIA. | | | | | | | | | |
| 2240 | Allegheny | High School | W. H. Dodds | 6 | 5 | 115 | 150 | --- | --- |
| 2241 | Allentown | do | F. D. Raub | 2 | 3 | 70 | 118 | --- | --- |
| 2242 | Altoona | do | J. G. Schucker | 1 | 4 | 38 | 100 | --- | --- |
| 2243 | Ambler | do | A. H. Manderbach | 0 | 1 | 38 | 43 | 2 | 2 |
| 2244 | Archbald | do | R. N. Davis | 1 | 0 | 3 | 18 | --- | --- |
| 2245 | Ashbourne | Cheltenham High School | Milton C. Cooper | 0 | 4 | 12 | 10 | --- | --- |
| 2246 | Ashland | High School | S. H. Clair | 2 | 1 | 23 | 45 | --- | --- |
| 2247 | Bangor | do | A. J. Devereaux | 2 | 0 | 18 | 34 | 2 | 3 |
| 2248 | Beaver | do | W. J. Alexander, A. M. | 2 | 1 | 8 | 17 | --- | --- |
| 2249 | Bedford | do | Irving A. Heikes | 1 | 1 | 18 | 26 | --- | --- |
| 2250 | Berndville | do | Michael A. Gruber | 1 | 0 | 10 | 4 | 1 | 0 |
| 2251 | Berwick | do | Edw. K. Richardson | 2 | 0 | 27 | 35 | 3 | 0 |
| 2252 | Bethlehem | do | C. T. Bender | 1 | 0 | 3 | 5 | --- | --- |
| 2253 | Birdsborough | do | H. G. Hunter A. M. | 1 | 0 | 12 | 27 | --- | --- |
| 2254 | Bismarck | Central High School | J. B. Batdorf | 1 | 0 | 20 | 18 | --- | --- |
| 2255 | Blairsville | High School | George W. Innes | 1 | 0 | 21 | 21 | --- | --- |
| 2256 | Bloomsburg | do | J. F. Harkins | 2 | 0 | 53 | 35 | --- | --- |
| 2257 | Bradford | do | F. A. Ross | 0 | 3 | 27 | 72 | --- | --- |
| 2258 | Bridgeport | do | Anna E. Barrett | 0 | 1 | 5 | 10 | --- | --- |
| 2259 | Brookville | do | T. B. Galbraith | 2 | 0 | 10 | 11 | --- | --- |
| 2260 | Butler | do | L. L. Fleeger | 1 | 2 | 18 | 28 | --- | --- |
| 2261 | Cambridgeboro | Union School | Charles F. Chamberlain | 0 | 4 | 25 | 30 | 4 | 4 |
| 2262 | Carbondale | High School | H. J. Holkenberry | 2 | 0 | 11 | 19 | --- | --- |
| 2263 | Carlisle | High School (colored) | D. M. C. Gring | 1 | 0 | 9 | 17 | --- | --- |
| 2264 | do | High School | Mary Landis | 1 | 1 | 39 | 42 | --- | --- |
| 2265 | Carmichael's | Green Academy | W. M. Nickeson | 1 | 0 | 5 | 5 | 2 | 0 |
| 2266 | Catasauqua | High School | T. W. Bevan | 2 | 0 | 12 | 16 | 1 | 0 |
| 2267 | Catawissa | do | John F. L. Morris | 1 | 1 | 10 | 13 | --- | --- |
| 2268 | Centralia | do | W. W. Heffner | 1 | 0 | 7 | 3 | --- | --- |
| 2269 | Centre Hall | Academy | H. C. Rothrock | 1 | 1 | 10 | 8 | 1 | 1 |
| 2270 | Chambersburg | High School | Samuel Gelivix | 1 | 3 | 36 | 79 | --- | --- |
| 2271 | do | High School (girls) | Miss S. A. Reynolds | 0 | 2 | 0 | 75 | --- | --- |
| 2272 | Chester | High School | Thomas S. Cole | 1 | 2 | 22 | 52 | --- | --- |
| 2273 | Cochranston | High School (dept.) | S. C. Humes | 1 | 0 | 15 | 19 | --- | --- |
| 2274 | Columbia | High School | Mary Welsh | 0 | 2 | 21 | 42 | 3 | 0 |
| 2275 | Conneautville | Union School | R. L. Arnold | 1 | 1 | 30 | 33 | --- | --- |
| 2276 | Connellsville | High School | John S. Christy | 2 | 0 | 7 | 9 | --- | --- |
| 2277 | Conshohocken | do | J. K. Harley | 1 | 1 | 16 | 25 | --- | --- |
| 2278 | Coopersburg | do | Alvin Rupp | 1 | 0 | 8 | 9 | --- | --- |
| 2279 | Corry | do | Miss Aline M. Skinner | 1 | 2 | 17 | 37 | --- | --- |
| 2280 | Coudersport | do | Wm. F. Du Bois | 0 | 3 | 30 | 18 | 3 | 0 |
| 2281 | Duncannon | do | S. S. Willard | 1 | 0 | 18 | 9 | --- | --- |
| 2282 | Dunmore | do | B. T. Mooney | 0 | 2 | 7 | 16 | --- | --- |
| 2283 | East Mauch Chunk | do | G. W. Hemminger | 1 | 0 | 6 | 12 | --- | --- |
| 2284 | Easton | do | Benjamin F. Sandt | 3 | 3 | 68 | 113 | 18 | 1 |
| 2285 | Easton (south) | do | A. J. La Barre | 2 | 0 | 11 | 35 | 1 | 0 |
| 2286 | East Stroudsburg | do | J. J. Unger | 1 | 0 | 7 | 3 | --- | --- |
| 2287 | Elizabethville | do | D. H. Romberger | 1 | 1 | 8 | 6 | 3 | 0 |
| 2288 | Emlenton | do | W. W. Fell | 1 | 1 | 6 | 27 | --- | --- |
| 2289 | Emporium | do | Harry F. Souffer | 1 | 1 | 18 | 33 | --- | --- |
| 2290 | Erie | do | John C. Diehl | 5 | 4 | 99 | 202 | --- | --- |
| 2291 | Everett | do | E. E. McCurdy | 2 | 0 | 4 | 14 | 0 | 2 |
| 2292 | Fleetwood | do | Eli M. Rapp | 1 | 3 | 18 | 12 | --- | --- |
| 2293 | Franklin | do | Chas. E. Lord | 2 | 0 | 37 | 77 | 2 | 1 |
| 2294 | Gettysburg | do | D. Webster Baker | 1 | 0 | 8 | 15 | --- | --- |
| 2295 | Girard | do | A. H. Wiard | 1 | 0 | 6 | 12 | --- | --- |
| 2296 | Great Bend | do | E. D. Bovard | 0 | 4 | 10 | 20 | 4 | 6 |

public high schools—Continued.

| Number preparing for college scientific course. | | Total number of graduates, 1891. | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----------------------------------|------------------------------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|----|------|--|--|--|--|--|--|--|--|
| | | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | | |
| | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | |
| | | 33 | 80 | 134 | 0 | 0 | 0 | 0 | 0 | 56 | 98 | 90 | 119 | 6 | 15 | 6 | 15 | 0 | 0 | 70 | 98 | 2240 | | | | | | | | |
| | | 34 | 35 | 58 | 35 | 0 | 0 | 0 | 0 | 10 | 50 | 56 | 98 | 14 | 20 | 14 | 20 | 21 | 38 | 35 | 60 | 2241 | | | | | | | | |
| | | 12 | 28 | 50 | 12 | 2 | 0 | 0 | 0 | 0 | 10 | 50 | 30 | 9 | 25 | 1 | 9 | 0 | 0 | 0 | 0 | 2242 | | | | | | | | |
| | | 15 | 3 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 10 | 0 | 0 | 0 | 0 | 0 | 2 | 10 | 2243 | | | | | | | | |
| 1 | 0 | 3 | 12 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 10 | 12 | 10 | 12 | 10 | 0 | 0 | 3 | 18 | 2244 | | | | | | | | |
| | | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 45 | 14 | 16 | 6 | 5 | 0 | 0 | 14 | 16 | 2245 | | | | | | | | |
| | | 10 | 6 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 22 | 5 | 5 | 9 | 14 | 0 | 0 | 5 | 5 | 2246 | | | | | | | | |
| | | 8 | 8 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 3 | 5 | 3 | 5 | 0 | 0 | 4 | 9 | 8 | 15 | 2247 | | | | | | | | |
| | | 3 | 10 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 20 | 2 | 10 | 0 | 4 | 0 | 0 | 0 | 4 | 2248 | | | | | | | | |
| | | 4 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2249 | | | | | | | | |
| | | 13 | 11 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 21 | 12 | 10 | 7 | 9 | 5 | 6 | 0 | 0 | 2250 | | | | | | | | |
| | | 7 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 12 | 4 | 14 | 0 | 6 | 0 | 6 | 2 | 0 | 0 | 6 | 2251 | | | | | | | | |
| | | 5 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 4 | 5 | 2 | 5 | 2 | 0 | 0 | 5 | 2 | 2252 | | | | | | | | |
| | | 14 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 0 | 10 | 10 | 2253 | | | | | | | | |
| | | 3 | 10 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 33 | 14 | 15 | 6 | 4 | 0 | 0 | 0 | 0 | 2254 | | | | | | | | |
| | | 16 | 19 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 28 | 4 | 24 | 17 | 26 | 0 | 0 | 17 | 26 | 2255 | | | | | | | | |
| | | 5 | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 10 | 1 | 6 | 0 | 0 | 0 | 0 | 1 | 6 | 2256 | | | | | | | | |
| | | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 11 | 2 | 1 | 6 | 4 | 0 | 0 | 0 | 0 | 2257 | | | | | | | | |
| | | 9 | 18 | 23 | 14 | 0 | 0 | 0 | 0 | 7 | 13 | 6 | 9 | 10 | 11 | 1 | 9 | 9 | 11 | 6 | 11 | 2258 | | | | | | | | |
| 2 | 3 | 11 | 5 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 24 | 5 | 7 | 20 | 28 | 0 | 0 | 25 | 30 | 2259 | | | | | | | | |
| | | 23 | 11 | 19 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 14 | 3 | 8 | 4 | 10 | 0 | 0 | 2 | 6 | 2260 | | | | | | | | |
| | | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 17 | 7 | 10 | 7 | 10 | 0 | 0 | 0 | 0 | 2261 | | | | | | | | |
| | | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 | 42 | 26 | 22 | 39 | 42 | 0 | 0 | 0 | 0 | 2262 | | | | | | | | |
| | | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 3 | 1 | 4 | 2 | 0 | 0 | 0 | 0 | 2263 | | | | | | | | |
| | | 15 | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 16 | 12 | 16 | 4 | 9 | 0 | 0 | 12 | 16 | 2264 | | | | | | | | |
| | | 4 | 8 | 6 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 11 | 1 | 2 | 9 | 11 | 0 | 0 | 3 | 6 | 2265 | | | | | | | | |
| | | 7 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 3 | 0 | 0 | 7 | 3 | 0 | 0 | 7 | 3 | 2266 | | | | | | | | |
| | | 1 | 2 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 8 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2267 | | | | | | | | |
| | | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 79 | 20 | 45 | 20 | 45 | 0 | 0 | 25 | 50 | 2268 | | | | | | | | |
| | | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 | 0 | 27 | 0 | 37 | 0 | 0 | 33 | 33 | 2269 | | | | | | | | |
| | | 7 | 0 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 23 | 4 | 28 | 2 | 5 | 0 | 0 | 2 | 18 | 2270 | | | | | | | | |
| | | 4 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 10 | 1 | 1 | 6 | 7 | 0 | 0 | 1 | 2 | 2271 | | | | | | | | |
| | | 3 | 0 | 12 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 16 | 8 | 14 | 8 | 16 | 6 | 12 | 16 | 30 | 2272 | | | | | | | | |
| | | 6 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 8 | 6 | 3 | 10 | 8 | 10 | 10 | 10 | 10 | 2273 | | | | | | | | |
| | | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 9 | 7 | 9 | 7 | 9 | 0 | 0 | 0 | 0 | 2274 | | | | | | | | |
| | | 3 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 15 | 4 | 8 | 7 | 6 | 4 | 8 | 9 | 11 | 2275 | | | | | | | | |
| | | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 7 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2276 | | | | | | | | |
| | | 12 | 14 | 22 | 0 | 0 | 0 | 0 | 0 | 4 | 14 | 10 | 13 | 3 | 14 | 3 | 14 | 4 | 8 | 3 | 14 | 2277 | | | | | | | | |
| | | 14 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 4 | 30 | 12 | 6 | 5 | 5 | 2 | 7 | 6 | 9 | 4 | 2278 | | | | | | | | |
| | | 12 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 9 | 4 | 0 | 4 | 0 | 0 | 0 | 3 | 0 | 2279 | | | | | | | | |
| | | 4 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 16 | 7 | 16 | 7 | 16 | 6 | 0 | 7 | 16 | 2280 | | | | | | | | |
| | | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 12 | 1 | 6 | 1 | 4 | 0 | 0 | 1 | 4 | 2281 | | | | | | | | |
| 15 | 0 | 44 | 58 | 108 | 31 | 1 | 0 | 0 | 0 | 0 | 0 | 51 | 82 | 15 | 31 | 35 | 47 | 0 | 0 | 20 | 35 | 2282 | | | | | | | | |
| | | 21 | 9 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 30 | 3 | 15 | 6 | 15 | 0 | 0 | 3 | 15 | 2283 | | | | | | | | |
| | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 3 | 1 | 0 | 7 | 3 | 0 | 0 | 0 | 0 | 2284 | | | | | | | | |
| | | 12 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2285 | | | | | | | | |
| | | 2 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 18 | 0 | 0 | 4 | 17 | 0 | 0 | 0 | 0 | 2286 | | | | | | | | |
| | | 16 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 16 | 16 | 28 | 3 | 7 | 16 | 28 | 0 | 0 | 12 | 18 | 2287 | | | | | | | | |
| | | 22 | 60 | 80 | 6 | 3 | 35 | 50 | 60 | 120 | 60 | 60 | 120 | 30 | 50 | 20 | 40 | 15 | 15 | 30 | 50 | 2288 | | | | | | | | |
| | | 1 | 3 | 14 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 13 | 0 | 4 | 3 | 13 | 0 | 1 | 0 | 0 | 2289 | | | | | | | | |
| | | 6 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 9 | 4 | 4 | 6 | 5 | 0 | 0 | 0 | 0 | 2290 | | | | | | | | |
| | | 19 | 26 | 44 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 29 | 66 | 18 | 33 | 0 | 0 | 5 | 13 | 0 | 0 | 2291 | | | | | | | | |
| | | 4 | 2 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 15 | 0 | 0 | 2 | 6 | 0 | 0 | 6 | 9 | 2292 | | | | | | | | |
| | | 5 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 7 | 0 | 5 | 0 | 5 | 0 | 0 | 6 | 12 | 2293 | | | | | | | | |
| | | 7 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 20 | 5 | 6 | 6 | 8 | 0 | 0 | 10 | 20 | 2294 | | | | | | | | |

TABLE 6.—Statistics of

| State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|-------------------------|----------------------|-------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | Male. | Female. | Male. | Female. | Male. | Female. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| PENNSYLVANIA—continued. | | | | | | | | |
| 2297 Greenville | High School | Miss L. W. Mealy | 0 | 2 | 30 | 40 | — | — |
| 2298 Hanover | do | Daniel Ruff | 2 | 0 | 16 | 27 | — | — |
| 2299 Harrisburg | High School (boys) | T. Howard Wert | 4 | 1 | 125 | 0 | 28 | 0 |
| 2300 do | High School (girls) | Jennie F. Givler | 1 | 4 | 0 | 142 | 0 | 1 |
| 2301 Hatboro | High School | William S. Delp | 1 | 2 | 15 | 20 | — | — |
| 2302 Hawley | do | Kimber Cleaver | 1 | 2 | 15 | 13 | — | — |
| 2303 Hazleton | do | P. J. Gough | 2 | 1 | 34 | 60 | — | — |
| 2304 Highspire | do | C. J. Walter | 1 | 1 | 7 | 10 | — | — |
| 2305 Hokendauqua | do | M. R. Reagle | 1 | 0 | 8 | 9 | — | — |
| 2306 Hollidaysburg | do | J. A. Stewart, A. M. | 1 | 1 | 20 | 42 | 0 | 2 |
| 2307 Honesdale | do | Geo. W. Twitmyer | 2 | 2 | 64 | 32 | — | — |
| 2308 Hughesville | do | T. H. Maitland | 2 | 0 | 10 | 22 | 1 | 0 |
| 2309 Hummelstown | do | H. M. Roth | 1 | 0 | 15 | 30 | — | — |
| 2310 Huntingdon | do | L. S. Shimmel | 2 | 2 | 47 | 65 | — | — |
| 2311 Indiana | do | J. B. Woodruff | 1 | 1 | 7 | 17 | 4 | 0 |
| 2312 Jenkintown | do | D. G. Hartney | 1 | 1 | 24 | 19 | — | — |
| 2313 Jersey Shore | do | J. E. Myers | 1 | 1 | 38 | 38 | — | — |
| 2314 Lancaster | High School (boys) | J. P. McCaskey | 3 | 1 | 115 | 0 | — | — |
| 2315 do | High School (girls) | Miss Sarah H. Bundell | 1 | 4 | 0 | 190 | — | — |
| 2316 Lansdale | High School | J. Horace Landis | 0 | 2 | 40 | 65 | — | — |
| 2317 Lebanon | do | F. J. Stettler | 1 | 3 | 59 | 62 | — | — |
| 2318 Leighton | do | F. K. Kraut | 1 | 1 | 9 | 23 | — | — |
| 2319 Lewisburg | do | D. P. Stapleton | 1 | 1 | 19 | 27 | 3 | 4 |
| 2320 Lewistown | do | Geo. R. Burnett | 1 | 1 | 22 | 30 | 2 | 1 |
| 2321 Linesville | do | R. S. Penfield | 2 | 0 | 12 | 3 | 1 | 3 |
| 2322 Liverpool | do | Edwin Brown | 1 | 0 | 16 | 17 | — | — |
| 2323 Lock Haven | do | W. T. Wolverton | 1 | 2 | 30 | 43 | 2 | 0 |
| 2324 Lykens | do | Z. T. Meisel | 2 | 0 | 10 | 20 | — | — |
| 2325 McKeesport | do | James A. Watt | 1 | 2 | 20 | 50 | — | — |
| 2326 Mahanoy | do | J. Harry Eisenbower | 2 | 0 | 35 | 44 | — | — |
| 2327 Marietta | do | R. R. Pleam | 1 | 1 | 18 | 32 | 4 | 8 |
| 2328 Meadville | do | Miss E. R. Haxton | 0 | 7 | 82 | 163 | — | — |
| 2329 Mechanicsburg | do | W. H. Hench | 1 | 0 | 14 | 35 | — | — |
| 2330 Media | do | Leon H. Walters | 1 | 1 | 7 | 24 | — | — |
| 2331 Mercer | do | George H. Lamb | 4 | 0 | 19 | 40 | — | — |
| 2332 Mercersburg | do | W. F. Zumbro | 0 | 2 | 20 | 22 | — | — |
| 2333 Middletown | do | D. H. Bucher | 2 | 1 | 20 | 36 | — | — |
| 2334 Mifflinburg | do | James A. Robbach, M. A. | 1 | 1 | 11 | 26 | 0 | 1 |
| 2335 Milton | do | S. O. Goho | 2 | 0 | 17 | 30 | 2 | 0 |
| 2336 Monongahela City | do | E. W. Dalbery | 1 | 1 | 5 | 23 | — | — |
| 2337 Mount Carmel | do | W. N. Leham | 2 | 0 | 6 | 10 | — | — |
| 2338 Mount Joy | do | C. L. Arnold | 1 | 1 | 4 | 20 | — | — |
| 2339 Muncy | do | J. George Becht | 2 | 0 | 6 | 20 | 0 | 3 |
| 2340 Myerstown | do | Samuel Hook | 1 | 0 | 12 | 14 | — | — |
| 2341 Nanticoke | do | C. B. Miller | 2 | 2 | 15 | 36 | 5 | 0 |
| 2342 New Brighton | do | Miss S. Jennie Knott | 0 | 3 | 18 | 40 | — | — |
| 2343 New Castle | do | Martin Gantz | 1 | 3 | 46 | 100 | 6 | 2 |
| 2344 Newport | do | Silas Wright | 1 | 6 | 14 | 20 | 4 | 4 |
| 2345 Newtown | do | J. Kirk Leatherman | 1 | 0 | 9 | 16 | — | — |
| 2346 Norristown | do | A. D. Eisenhower | 2 | 6 | 70 | 135 | 1 | 3 |
| 2347 North East | do | F. H. Shaw | 1 | 1 | 13 | 18 | — | — |
| 2348 Northumberland | do | R. M. Gedder | 1 | 2 | 15 | 60 | 1 | 0 |
| 2349 North Wales | do | Lewis R. Harley | 0 | 4 | 9 | 11 | — | — |
| 2350 Oil City | do | F. J. Trumbull | 1 | 2 | 50 | 75 | 3 | 2 |
| 2351 Pen Argyl | do | Wm. P. Messinger | 3 | 3 | 20 | 15 | 6 | 0 |

public high schools—Continued.

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----------------------------------|----|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|------|--|--|--|--|--|--|--|
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | |
| | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | |
| 13 | 0 | 12 | 11 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 38 | 6 | 24 | 5 | 10 | 3 | 15 | 6 | 24 | 2297 | | | | | | | | |
| | | 16 | 16 | 27 | 0 | 3 | 0 | 0 | 0 | 0 | 16 | 27 | 3 | 7 | 0 | 0 | 0 | 0 | 16 | 27 | 2298 | | | | | | | | |
| | | 17 | 76 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 75 | 0 | 36 | 0 | 36 | 0 | 0 | 0 | 49 | 0 | 2299 | | | | | | | | |
| | | 18 | 0 | 142 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 133 | 0 | 28 | 0 | 83 | 0 | 0 | 20 | 2300 | | | | | | | | | |
| | | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 20 | 0 | 5 | 0 | 5 | 0 | 0 | 0 | 0 | 2301 | | | | | | | | |
| | | 20 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 7 | 4 | 5 | 4 | 6 | 4 | 4 | 4 | 4 | 2302 | | | | | | | | |
| | | 21 | 33 | 59 | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 60 | 7 | 7 | 9 | 16 | 0 | 0 | 9 | 16 | 2303 | | | | | | | | |
| | | 22 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 10 | 0 | 0 | 0 | 3 | 5 | 0 | 0 | 0 | 2304 | | | | | | | | |
| | | 23 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 9 | 8 | 9 | 8 | 9 | 0 | 0 | 8 | 9 | 2305 | | | | | | | | |
| | | 24 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 1 | 12 | 6 | 18 | 2 | 3 | 3 | 5 | 0 | 0 | 3 | 13 | 2306 | | | | | | | |
| 1 | 0 | 25 | 10 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 19 | 10 | 9 | 8 | 12 | 9 | 20 | 18 | 2307 | | | | | | | | | |
| | | 26 | 10 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 22 | 2 | 6 | 1 | 6 | 0 | 0 | 10 | 22 | 2308 | | | | | | | | |
| | | 27 | 3 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 26 | 15 | 6 | 15 | 26 | 0 | 0 | 15 | 26 | 2309 | | | | | | | | |
| | | 28 | 14 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 47 | 5 | 9 | 5 | 9 | 0 | 0 | 5 | 9 | 2310 | | | | | | | | |
| | | 29 | 11 | 5 | 15 | 0 | 0 | 0 | 0 | 0 | 5 | 15 | 5 | 5 | 15 | 5 | 15 | 0 | 0 | 0 | 2311 | | | | | | | | |
| | | 30 | 4 | 4 | 9 | 0 | 0 | 0 | 0 | 3 | 8 | 14 | 13 | 0 | 0 | 3 | 1 | 0 | 1 | 4 | 2312 | | | | | | | | |
| | | 31 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 3 | 0 | 1 | 0 | 0 | 0 | 4 | 2 | 2313 | | | | | | | | |
| | | 32 | 58 | 0 | 21 | 0 | 0 | 0 | 0 | 28 | 0 | 115 | 0 | 55 | 0 | 30 | 0 | 25 | 0 | 115 | 0 | 2314 | | | | | | | |
| | | 33 | 0 | 50 | 0 | 1 | 0 | 30 | 0 | 80 | 0 | 0 | 150 | 0 | 94 | 0 | 27 | 0 | 0 | 125 | 0 | 2315 | | | | | | | |
| | | 34 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 65 | 10 | 12 | 10 | 12 | 0 | 0 | 10 | 12 | 2316 | | | | | | | | |
| | | 35 | 19 | 32 | 21 | 2 | 1 | 0 | 0 | 14 | 20 | 28 | 40 | 26 | 31 | 26 | 31 | 0 | 0 | 6 | 11 | 2317 | | | | | | | |
| | | 36 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 23 | 7 | 18 | 4 | 4 | 0 | 0 | 3 | 4 | 2318 | | | | | | | | |
| | | 37 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 15 | 7 | 12 | 12 | 15 | 0 | 0 | 19 | 27 | 2319 | | | | | | | | |
| | | 38 | 13 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 25 | 8 | 15 | 3 | 5 | 0 | 0 | 3 | 5 | 2320 | | | | | | | | |
| | | 39 | 4 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 12 | 3 | 0 | 0 | 2 | 3 | 0 | 0 | 2 | 3 | 2321 | | | | | | | | |
| 1 | 0 | 40 | 6 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 16 | 17 | 7 | 3 | 7 | 3 | 0 | 0 | 0 | 0 | 2322 | | | | | | | | |
| 1 | 1 | 41 | 11 | 14 | 0 | 0 | 0 | 0 | 0 | 7 | 13 | 27 | 36 | 3 | 12 | 3 | 12 | 0 | 0 | 3 | 7 | 2323 | | | | | | | |
| | | 42 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 15 | 7 | 8 | 0 | 0 | 0 | 0 | 2 | 3 | 2324 | | | | | | | | |
| | | 43 | 4 | 4 | 9 | 0 | 0 | 0 | 0 | 0 | 14 | 20 | 4 | 9 | 4 | 9 | 5 | 14 | 5 | 14 | 2325 | | | | | | | | |
| | | 44 | 3 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 28 | 3 | 8 | 3 | 8 | 0 | 0 | 0 | 0 | 2326 | | | | | | | | |
| | | 45 | 7 | 18 | 32 | 0 | 0 | 0 | 0 | 0 | 18 | 32 | 18 | 32 | 18 | 32 | 18 | 32 | 0 | 0 | 2327 | | | | | | | | |
| | | 46 | 17 | 23 | 56 | 0 | 0 | 0 | 0 | 17 | 41 | 37 | 62 | 8 | 23 | 13 | 19 | 5 | 21 | 16 | 33 | 2328 | | | | | | | |
| | | 47 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 36 | 6 | 14 | 6 | 14 | 0 | 0 | 0 | 0 | 2329 | | | | | | | | |
| | | 48 | 4 | 1 | 9 | 0 | 0 | 0 | 0 | 0 | 7 | 20 | 1 | 9 | 1 | 5 | 0 | 0 | 0 | 4 | 2330 | | | | | | | | |
| | | 49 | 19 | 40 | 3 | 2 | 0 | 0 | 0 | 0 | 15 | 28 | 8 | 26 | 4 | 12 | 0 | 0 | 6 | 12 | 2331 | | | | | | | | |
| | | 50 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 22 | 0 | 0 | 6 | 10 | 0 | 0 | 0 | 0 | 2332 | | | | | | | | |
| | | 51 | 12 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 12 | 18 | 8 | 15 | 8 | 15 | 0 | 0 | 4 | 2 | 2333 | | | | | | | | |
| 5 | 2 | 52 | 8 | 9 | 25 | 0 | 1 | 0 | 0 | 0 | 11 | 26 | 7 | 8 | 5 | 13 | 0 | 0 | 12 | 27 | 2334 | | | | | | | | |
| | | 53 | 13 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 30 | 13 | 26 | 4 | 11 | 0 | 0 | 3 | 5 | 2335 | | | | | | | | |
| | | 54 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 23 | 4 | 9 | 5 | 23 | 0 | 0 | 0 | 0 | 2336 | | | | | | | | |
| | | 55 | 4 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 9 | 4 | 9 | 0 | 5 | 0 | 0 | 4 | 9 | 2337 | | | | | | | | |
| | | 56 | 0 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 18 | 0 | 10 | 2 | 12 | 0 | 0 | 0 | 0 | 2338 | | | | | | | | |
| 2 | 0 | 57 | 4 | 12 | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 10 | 2 | 5 | 2 | 5 | 2 | 8 | 2 | 8 | 2339 | | | | | | | | |
| | | 58 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 14 | 6 | 8 | 0 | 0 | 0 | 0 | 6 | 8 | 2340 | | | | | | | | |
| | | 59 | 12 | 8 | 7 | 0 | 0 | 0 | 0 | 0 | 7 | 29 | 7 | 20 | 8 | 7 | 8 | 7 | 8 | 7 | 2341 | | | | | | | | |
| 5 | 10 | 60 | 7 | 18 | 40 | 0 | 0 | 0 | 0 | 0 | 12 | 24 | 10 | 18 | 1 | 6 | 4 | 10 | 7 | 18 | 2342 | | | | | | | | |
| | | 61 | 25 | 70 | 6 | 4 | 0 | 0 | 0 | 30 | 60 | 25 | 35 | 15 | 25 | 5 | 15 | 6 | 30 | 40 | 2343 | | | | | | | | |
| | | 62 | 8 | 3 | 9 | 0 | 0 | 0 | 0 | 0 | 8 | 15 | 3 | 6 | 7 | 7 | 1 | 0 | 0 | 0 | 2344 | | | | | | | | |
| | | 63 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 16 | 0 | 0 | 7 | 5 | 0 | 0 | 0 | 0 | 2345 | | | | | | | | |
| | | 64 | 34 | 27 | 25 | 0 | 0 | 0 | 0 | 10 | 8 | 57 | 105 | 16 | 49 | 20 | 65 | 12 | 25 | 27 | 2346 | | | | | | | | |
| | | 65 | 5 | 10 | 16 | 0 | 0 | 0 | 0 | 3 | 3 | 12 | 14 | 1 | 4 | 2 | 6 | 1 | 4 | 5 | 11 | 2347 | | | | | | | |
| | | 66 | 14 | 8 | 33 | 0 | 0 | 0 | 0 | 0 | 6 | 23 | 4 | 17 | 2 | 12 | 0 | 0 | 2 | 12 | 2348 | | | | | | | | |
| 3 | 3 | 67 | 6 | 9 | 11 | 0 | 0 | 0 | 0 | 9 | 11 | 9 | 11 | 9 | 11 | 9 | 11 | 0 | 0 | 9 | 11 | 2349 | | | | | | | |
| 2 | 2 | 68 | 48 | 73 | 6 | 8 | 0 | 0 | 0 | 8 | 21 | 21 | 43 | 19 | 35 | 10 | 20 | 11 | 19 | 20 | 40 | 2350 | | | | | | | |
| 2 | 0 | 69 | 3 | 5 | 1 | 0 | 0 | 0 | 0 | 3 | 5 | 8 | 9 | 4 | 1 | 12 | 6 | 10 | 2 | 10 | 2 | 2351 | | | | | | | |

TABLE 6.—Statistics of

| State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college-classical course. | |
|-------------------------|------------------------------------|---------------------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | Male. | Female. | Male. | Female. | Male. | Female. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| PENNSYLVANIA—continued. | | | | | | | | |
| 2352 Philadelphia | Central High School (boys). | H. Clark Johnson, A.M., L.L.B., PH.D. | 23 | 0 | 701 | 0 | — | — |
| 2353 do | Normal School (girls) | George W. Fetter. | 2 | 48 | 0 | 1,780 | — | — |
| 2354 Philipsburg | High School | H. H. Weber | 1 | 4 | 10 | 32 | 2 | 5 |
| 2355 Phoenixville | do | H. F. Leister | 1 | 2 | 17 | 44 | 0 | 1 |
| 2356 Pittsburg | do | Charles B. Wood | 11 | 14 | 338 | 526 | 10 | 0 |
| 2357 Pittston | do | W. H. Putnam | 1 | 2 | 35 | 55 | — | — |
| 2358 Pleasantville | do | J. W. Lackey | 1 | 0 | 4 | 11 | 1 | 0 |
| 2359 Plymouth | do | J. S. Grimes | 2 | 0 | 8 | 31 | — | — |
| 2360 Portland | do | H. F. Walker | 1 | 0 | 3 | 5 | — | — |
| 2361 Pottstown | do | M. C. J. Stupp | 3 | 1 | 55 | 81 | — | — |
| 2362 Pottsville | do | S. A. Thurlow | 2 | 1 | 58 | 57 | — | — |
| 2363 Reading | High School (boys) | M. E. Scheibner | 7 | 0 | 166 | 0 | 29 | 0 |
| 2364 do | High School (girls) | Elizabeth A. Stahle | 1 | 6 | 0 | 190 | — | — |
| 2365 Renora | High School | Charles B. Kelley | 1 | 13 | 19 | 33 | — | — |
| 2366 Rogersford | do | William Lockhart | 1 | 1 | 8 | 11 | — | — |
| 2367 Saegertown | do | Dudley Goodwin | 1 | 0 | 28 | 19 | — | — |
| 2368 Scranton | do | J. C. Lange | 4 | 7 | 40 | 160 | — | — |
| 2369 Sellersville | do | Henry T. Williams | 1 | 0 | 32 | 12 | — | — |
| 2370 Shenandoah | do | — | 1 | 2 | 40 | 50 | — | — |
| 2371 Slatington | do | Jerohn J. Savitz | 1 | 2 | 20 | 22 | 8 | 0 |
| 2372 Somerset | do | Grant Kendall | 1 | 0 | 8 | 22 | — | — |
| 2373 South Bethlehem. | do | M. Alton Richards. | 1 | 2 | 28 | 32 | — | — |
| 2374 Spartansburg | do | Harrison D. Barnett. | 1 | 1 | 12 | 20 | — | — |
| 2375 Springboro | do | W. S. Smith | 0 | 2 | 8 | 16 | — | — |
| 2376 Starrucea | do | George P. Ross | 0 | 1 | 5 | 8 | — | — |
| 2377 Steelton | do | Charles S. Davis | 2 | 0 | 33 | 32 | — | — |
| 2378 Stroudsburg | do | Will H. Ramsey | 1 | 0 | 5 | 3 | — | — |
| 2379 Summit Hill | do | Wm. McLaughlin | 1 | 0 | 4 | 21 | — | — |
| 2380 Sunbury | do | C. B. Oberdorf | 2 | 1 | 28 | 50 | — | — |
| 2381 Susquehanna | do | C. T. Thorpe | 1 | 1 | 42 | 48 | — | — |
| 2382 Tamaqua | do | Robert F. Ditchburn. | 2 | 0 | 20 | 24 | — | — |
| 2383 Tidoute | do | R. D. Crawford | 1 | 1 | 17 | 15 | — | — |
| 2384 Titusville | do | Miss L. M. Wilson | 2 | 6 | 51 | 84 | 5 | 3 |
| 2385 Thurlow | South Chester, Boro High School. | W. A. Storrle | 1 | 2 | 8 | 20 | — | — |
| 2386 Trevorton | High School | P. S. Bergstresser | 1 | 0 | 1 | 4 | — | — |
| 2387 Tyrone | do | B. F. Pinkerton, A. B. | 2 | 2 | 25 | 45 | — | — |
| 2388 Union City | do | T. M. Morrison | 2 | 1 | 30 | 40 | 20 | 15 |
| 2389 Uniontown | do | J. S. David | 1 | 1 | 10 | 13 | — | — |
| 2390 Warren | Glade Central High School (dept.). | Samuel B. Bayle | 1 | 1 | 8 | 26 | — | — |
| 2391 do | Academy | W. L. MacGowan | 1 | 4 | 22 | 42 | 6 | 4 |
| 2392 Waynesboro | High School | A. J. Harbaugh | 1 | 1 | 15 | 30 | — | — |
| 2393 Weatherly | High School | C. A. Ritter | 3 | 7 | 11 | 17 | — | — |
| 2394 Wellsboro | do | James B. Hastings | 1 | 2 | 54 | 85 | 4 | 0 |
| 2395 West Chester | do | Addison Jones | 4 | 1 | 20 | 56 | — | — |
| 2396 West Conshohocken. | do | H. A. Markley | 1 | 1 | 16 | 10 | — | — |
| 2397 Williamstown | do | J. B. Reese | 1 | 1 | 12 | 13 | — | — |
| 2398 Wyoming | do | J. Frank Smith | 1 | 0 | 8 | 11 | — | — |
| 2399 York | do | W. J. Shearer | 3 | 1 | 40 | 80 | 4 | 2 |
| 2400 Youngsville | do | J. N. Shumway | 1 | 0 | 6 | 8 | — | — |
| RHODE ISLAND. | | | | | | | | |
| 2401 Ashaway | Hopkinton Graded School. | Charles W. Moore. | 1 | 0 | 10 | 11 | 7 | 5 |
| 2402 Bristol | High School | Arthur P. Johnson. | 1 | 2 | 33 | 42 | 4 | 1 |

public high schools—Continued.

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------|----------------------------------|-----|--------|-----|--------|-----|---------|-----|---------|------|----------|-----|-----------|-----|----------|-----|------------|------|------------------|------|------|--|--|--|--|--|--|--|
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male. | Female. | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | |
| ----- | ----- | 95 | 648 | 0 | 170 | 0 | 180 | 0 | 376 | 0 | 521 | 0 | 194 | 0 | 376 | 0 | 180 | 0 | 701 | 0 | 2352 | | | | | | | | |
| ----- | ----- | 383 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1130 | 0 | 900 | 0 | 900 | 0 | 350 | 0 | 1780 | 0 | 2353 | | | | | | | | |
| ----- | ----- | 37 | 10 | 32 | 0 | 0 | 0 | 0 | 0 | 10 | 32 | 10 | 32 | 0 | 5 | 0 | 5 | 0 | 5 | 10 | 32 | 2354 | | | | | | | |
| ----- | ----- | 161 | 160 | 165 | 10 | 0 | 0 | 0 | 0 | 31 | 38 | 110 | 206 | 43 | 138 | 63 | 163 | 43 | 138 | 90 | 181 | 2355 | | | | | | | |
| ----- | ----- | 5 | 15 | 30 | 0 | 0 | 0 | 0 | 0 | 10 | 15 | 20 | 60 | 5 | 10 | 4 | 6 | 0 | 0 | 4 | 6 | 2356 | | | | | | | |
| ----- | ----- | 4 | 4 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 11 | 0 | 0 | 4 | 8 | 0 | 0 | 3 | 6 | 2357 | | | | | | | |
| ----- | ----- | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 17 | 3 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 2358 | | | | | | | |
| ----- | ----- | 2 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 37 | 20 | 25 | 20 | 26 | 0 | 20 | 26 | 2359 | | | | | | | | |
| ----- | ----- | 10 | 0 | 31 | 22 | 4 | 1 | 8 | 12 | 27 | 35 | 0 | 0 | 17 | 20 | 25 | 24 | 0 | 0 | 0 | 0 | 2361 | | | | | | | |
| ----- | ----- | 37 | 75 | 0 | 28 | 0 | 0 | 0 | 0 | 40 | 0 | 100 | 0 | 66 | 0 | 75 | 0 | 40 | 0 | 100 | 0 | 2362 | | | | | | | |
| ----- | ----- | 54 | 0 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 0 | 80 | 0 | 50 | 0 | 35 | 0 | 3 | 0 | 35 | 2363 | | | | | | | |
| ----- | ----- | 9 | 7 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 33 | 3 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 2364 | | | | | | | |
| ----- | ----- | 6 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 11 | 0 | 1 | 2 | 5 | 0 | 0 | 0 | 0 | 2365 | | | | | | | |
| ----- | ----- | 8 | 7 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 14 | 6 | 2 | 5 | 3 | 0 | 5 | 3 | 6 | 2366 | | | | | | | |
| ----- | ----- | 34 | 40 | 160 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 125 | 10 | 40 | 10 | 40 | 1 | 15 | 25 | 125 | 2367 | | | | | | | |
| ----- | ----- | 6 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 6 | 3 | 32 | 12 | 17 | 3 | 13 | 3 | 4 | 3 | 13 | 6 | 2368 | | | | | | | |
| ----- | ----- | 20 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 35 | 20 | 30 | 12 | 18 | 12 | 18 | 8 | 12 | 2369 | | | | | | | |
| ----- | ----- | 213 | 9 | 8 | 0 | 0 | 0 | 0 | 0 | 9 | 8 | 20 | 22 | 20 | 22 | 9 | 8 | 0 | 0 | 9 | 8 | 2370 | | | | | | | |
| ----- | ----- | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 32 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 2371 | | | | | | | | |
| ----- | ----- | 4 | 0 | 13 | 5 | 3 | 0 | 0 | 0 | 28 | 32 | 23 | 32 | 23 | 27 | 22 | 10 | 28 | 32 | 14 | 15 | 2372 | | | | | | | |
| ----- | ----- | ----- | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 16 | 5 | 4 | 3 | 3 | 0 | 0 | 10 | 20 | 2373 | | | | | | | |
| ----- | ----- | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 14 | 2 | 4 | 7 | 16 | 0 | 0 | 4 | 6 | 2374 | | | | | | | |
| ----- | ----- | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 8 | 0 | 0 | 5 | 3 | 0 | 0 | 4 | 2 | 2375 | | | | | | | |
| ----- | ----- | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 32 | 21 | 21 | 27 | 24 | 0 | 0 | 0 | 0 | 2376 | | | | | | | |
| ----- | ----- | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 0 | 0 | 5 | 3 | 0 | 0 | 0 | 0 | 2377 | | | | | | | |
| ----- | ----- | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 19 | 4 | 19 | 4 | 19 | 0 | 4 | 19 | 0 | 2378 | | | | | | | |
| ----- | ----- | 20 | 9 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 50 | 15 | 28 | 9 | 14 | 6 | 14 | 0 | 0 | 2379 | | | | | | | |
| ----- | ----- | 12 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 48 | 10 | 0 | 10 | 0 | 0 | 0 | 10 | 8 | 2380 | | | | | | | |
| ----- | ----- | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 24 | 20 | 24 | 20 | 24 | 20 | 24 | 0 | 0 | 20 | 24 | 2381 | | | | | | | |
| ----- | ----- | 8 | 10 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 14 | 6 | 3 | 3 | 7 | 0 | 0 | 10 | 11 | 2382 | | | | | | | |
| ----- | ----- | 4 | 5 | 38 | 16 | 14 | 7 | 6 | 0 | 15 | 28 | 11 | 18 | 15 | 30 | 11 | 25 | 28 | 49 | 18 | 27 | 2383 | | | | | | | |
| ----- | ----- | 5 | 4 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 20 | 4 | 11 | 4 | 11 | 1 | 4 | 0 | 0 | 2384 | | | | | | | |
| ----- | ----- | ----- | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 2385 | | | | | | | |
| ----- | ----- | 11 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 6 | 18 | 25 | 45 | 25 | 45 | 25 | 45 | 0 | 0 | 10 | 24 | 2386 | | | | | | | |
| ----- | ----- | 16 | 20 | 20 | 0 | 0 | 0 | 0 | 0 | 20 | 30 | 30 | 40 | 30 | 40 | 20 | 35 | 25 | 30 | 20 | 30 | 2387 | | | | | | | |
| ----- | ----- | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 13 | 0 | 3 | 0 | 3 | 0 | 0 | 0 | 3 | 2388 | | | | | | | |
| ----- | ----- | 8 | 2 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 26 | 1 | 10 | 1 | 10 | 0 | 0 | 2 | 4 | 2389 | | | | | | | |
| ----- | ----- | 10 | 10 | 12 | 14 | 26 | 6 | 2 | 0 | 2 | 21 | 6 | 20 | 6 | 9 | 7 | 3 | 7 | 3 | 0 | 4 | 2390 | | | | | | | |
| ----- | ----- | 3 | 4 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 30 | 4 | 21 | 4 | 18 | 0 | 0 | 4 | 21 | 2391 | | | | | | | |
| ----- | ----- | 3 | 11 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 17 | 11 | 17 | 11 | 17 | 0 | 0 | 11 | 17 | 2392 | | | | | | | |
| ----- | ----- | 10 | 10 | 18 | 20 | 25 | 5 | 0 | 0 | 10 | 15 | 20 | 40 | 30 | 10 | 10 | 15 | 5 | 10 | 3 | 10 | 2393 | | | | | | | |
| ----- | ----- | 8 | 19 | 56 | 0 | 0 | 0 | 17 | 20 | 10 | 21 | 16 | 40 | 17 | 42 | 6 | 12 | 0 | 0 | 4 | 7 | 2394 | | | | | | | |
| ----- | ----- | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 10 | 16 | 10 | 6 | 3 | 0 | 0 | 0 | 0 | 2395 | | | | | | | |
| ----- | ----- | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 13 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 2396 | | | | | | | |
| ----- | ----- | 0 | 0 | 18 | 25 | 60 | 0 | 0 | 0 | 30 | 50 | 30 | 70 | 20 | 40 | 6 | 10 | 5 | 3 | 12 | 28 | 2397 | | | | | | | |
| ----- | ----- | ----- | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 2 | 4 | 5 | 5 | 8 | 0 | 0 | 0 | 0 | 2398 | | | | | | | |
| ----- | ----- | ----- | 10 | 11 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 9 | 6 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 2399 | | | | | | | |
| ----- | ----- | 10 | 16 | 30 | 3 | 1 | 3 | 1 | 0 | 0 | 0 | 17 | 18 | 5 | 9 | 17 | 11 | 0 | 6 | 12 | 0 | 2400 | | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|-------------------------|------------------------|--------------------------|-----------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| RHODE ISLAND—continued. | | | | | | | | | |
| 2403 | Central Falls..... | Lincoln High School. | William Overton.. | 1 | 1 | 19 | 26 | 1 | 1 |
| 2404 | East Providence. | High School..... | J. W. Horne..... | 1 | 2 | 30 | 35 | 18 | 4 |
| 2405 | Newport..... | Rogers High School. | Frank E. Thompson | 2 | 3 | 51 | 81 | — | — |
| | | | son | | | | | | |
| 2406 | Olneyville..... | Johnston High School | Geo. W. Currier... | 1 | 2 | 31 | 32 | 6 | 4 |
| 2407 | Pawtucket..... | High School..... | W. W. Curtis..... | 3 | 2 | 47 | 51 | 23 | 11 |
| 2408 | Providence..... | do..... | David W. Hoyt..... | 12 | 16 | 323 | 526 | 121 | 23 |
| 2409 | Warren..... | do..... | Oliver R. Cook..... | 1 | 2 | 26 | 31 | 2 | 5 |
| 2410 | Woonsocket..... | do..... | J. W. V. Rich..... | 2 | 3 | 38 | 82 | 7 | 4 |
| SOUTH CAROLINA. | | | | | | | | | |
| 2411 | Batesburg..... | High School..... | G. E. Stokes..... | 1 | 1 | 4 | 5 | 16 | 17 |
| 2412 | Bennettsville..... | do..... | C. A. Graeser, jr.. | 2 | 3 | 36 | 62 | 2 | 0 |
| 2413 | Blacksburg..... | Blacksburg Institute. | A. M. Spessard..... | 1 | 0 | 8 | 12 | 5 | 0 |
| 2414 | Brunson..... | High School (dept.) | W. V. Lanier..... | 1 | 0 | 5 | 7 | 3 | 2 |
| 2415 | Charleston..... | Memmings High School. | Miss A. R. Simon-ton. | 1 | 11 | 0 | 256 | — | — |
| 2416 | Cheraw..... | High School..... | M. McR. McLa-wehlin. | 1 | 0 | 7 | 9 | — | — |
| 2417 | Hope Station..... | St. John's Academy.. | P. D. Risinger..... | 1 | 0 | 3 | 2 | 2 | 3 |
| 2418 | Jonesville..... | Academy..... | N. G. Littlejohn.. | 1 | 2 | 6 | 8 | 4 | 2 |
| 2419 | Newberry..... | High School..... | T. M. Hunter..... | 2 | 1 | 6 | 20 | — | — |
| 2420 | Orangeburg..... | do..... | S. R. Mellichamp.. | 0 | 3 | 0 | 60 | 0 | 7 |
| 2421 | Seneca..... | do..... | M. S. Stribling... | 1 | 1 | 10 | 9 | 5 | 5 |
| 2422 | Spartanburg..... | do..... | H. A. Brunson..... | 2 | 0 | 18 | 36 | — | — |
| 2423 | Union..... | do..... | C. A. Graeser, jr.. | 1 | 2 | 50 | 30 | — | — |
| SOUTH DAKOTA. | | | | | | | | | |
| 2424 | Aberdeen..... | High School (dept.) | B. F. Hood..... | 1 | 1 | 9 | 10 | 1 | 3 |
| 2425 | Ashton..... | High School..... | C. W. Young..... | 0 | 1 | 3 | 4 | — | — |
| 2426 | Chamberlain..... | High School (dept.) | J. Jones, jr..... | 1 | 0 | 9 | 10 | — | — |
| 2427 | Deadwood..... | High School..... | Alex. Strachan..... | 1 | 0 | 10 | 25 | — | — |
| 2428 | De Smet..... | do..... | V. S. L. Owen..... | 0 | 3 | 12 | 31 | 9 | 13 |
| 2429 | Huron..... | do..... | A. M. Rowe..... | 1 | 3 | 44 | 67 | 20 | 20 |
| 2430 | Mitchell..... | do..... | Miss J. M. J. Pryne | 0 | 2 | 13 | 20 | — | — |
| 2431 | Parkin..... | Independent High School. | Edwin Dukes..... | 1 | 1 | 4 | 8 | — | — |
| 2432 | Sioux Falls..... | High School..... | R. B. McClenon..... | 1 | 1 | 15 | 25 | — | — |
| 2433 | Yankton..... | do..... | Jay D. Stay, A. M.. | 1 | 1 | 17 | 25 | — | — |
| TENNESSEE. | | | | | | | | | |
| 2434 | Arlington..... | High School..... | T. B. Winston..... | 0 | 1 | 6 | 10 | — | — |
| 2435 | Ashland City..... | Institute..... | P. B. Johnson..... | 1 | 1 | 6 | 15 | — | — |
| 2436 | Auburn..... | High School..... | Jesse Davenport.. | 1 | 1 | 10 | 15 | — | — |
| 2437 | Brazil..... | do..... | John C. Wright..... | 2 | 1 | 25 | 22 | — | — |
| 2438 | Clarksville..... | do..... | J. W. Graham..... | 0 | 3 | 18 | 20 | — | — |
| 2439 | Cleveland..... | do..... | D. C. Arnold..... | 1 | 0 | 18 | 20 | — | — |
| 2440 | Dandridge..... | Maury Academy..... | John T. Henderson | 1 | 1 | 15 | 15 | — | — |
| 2441 | Dumplin..... | High School..... | T. R. Smith..... | 2 | 0 | 5 | 5 | 6 | 4 |
| 2442 | Dyersburg..... | do..... | H. S. Kennedy..... | 1 | 2 | 41 | 31 | 21 | 30 |
| 2443 | Floyds..... | Walnut Grove Acad-emy. | L. S. Fuller..... | 3 | 0 | 49 | 20 | 4 | 1 |
| 2444 | Flynns Lick..... | High School..... | D. E. Morris..... | 1 | 0 | 18 | 17 | — | — |
| 2445 | Germantown..... | do..... | P. H. Strickland.. | 1 | 1 | 10 | 20 | — | — |
| 2446 | Humboldt..... | I. O. O. F. College.. | Sam'l F. Howard.. | 2 | 0 | 15 | 30 | — | — |
| 2447 | Jonesboro..... | High School..... | Chas. Wason..... | 1 | 1 | 8 | 17 | 7 | 13 |
| 2448 | Kenton..... | Academy..... | W. P. Manuy..... | 1 | 1 | 5 | 8 | — | — |
| 2449 | Knoxville..... | High School..... | W. T. White..... | 1 | 4 | 15 | 112 | — | — |
| 2450 | Laurel Gap..... | Oakland Seminary... | W. B. Bailey..... | 1 | 1 | 10 | 14 | — | — |

public high schools—Continued.

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----------------------------------|----------------|------------------|--------------|--------------|--------------|---------------|---------------|--------------|-----------------|-----------------|---------------|-----------------|---------------|---------------|--------------|--------------|-------------|------------------|----------------------|--------------------------------------|--|--|--|--|--|--|--|
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | |
| | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | |
| 1 | 0 | 4 14 10 | 19 13 51 | 21 20 81 | 1 4 6 | 1 3 6 | 0 8 17 | 0 11 31 | 0 6 5 | 0 8 14 | 16 12 37 | 20 11 52 | 3 12 19 | 6 9 28 | 9 0 1 | 15 0 4 | 0 0 1 | 0 0 3 | 6 8 1 | 9 7 10 | 2403 2404 2405 | | | | | | | | |
| 4 | 1 | 4 105 5 | 30 163 5 | 32 171 170 | 8 53 7 | 8 23 4 | 4 11 6 | 3 33 49 | 10 19 2 | 0 6 0 | 13 23 235 | 20 12 233 | 7 20 75 | 13 12 105 | 9 7 150 | 0 0 200 | 0 4 50 | 0 5 89 | 0 3 2 | 0 5 139 | 0 5 316 | 2406 2407 2408 2409 2410 | | | | | | | |
| 1 | 5 | 0 12 | 5 18 | 7 53 | 0 7 | 0 4 | 0 8 | 0 29 | 0 0 | 0 0 | 4 8 21 | 5 5 10 | 0 0 17 | 0 0 23 | 5 8 12 | 1 8 14 | 0 0 0 | 0 0 0 | 4 3 0 | 5 2 4 | 0 1 16 | 0 2 22 | 2411 2412 2413 2414 2415 | | | | | | |
| 3 | 0 | 9 15 22 | 36 7 0 | 62 2 0 | 0 0 0 | 0 0 0 | 0 0 1 | 0 0 2 | 0 0 0 | 0 0 0 | 4 8 3 | 5 16 12 | 0 2 8 | 0 14 12 | 5 3 0 | 1 14 0 | 0 0 0 | 0 0 0 | 4 2 1 | 5 16 2 | 0 1 3 | 0 2 1 | 2416 2417 2418 2419 2420 2421 2422 2423 | | | | | | |
| | | 7 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2416 | | | | | | |
| | | 2 | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 0 | 2417 | | | | | | |
| | | 4 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 5 | 0 | 0 | 0 | 0 | 13 | 4 | 6 | 8 | 0 | 0 | 2418 | | | | | | |
| | | 7 | 6 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 20 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 2419 | | | | | | |
| | | 3 | 9 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 4 | 3 | 0 | 15 | 0 | 15 | 0 | 0 | 15 | 0 | 0 | 2420 | | | | | | |
| | | 18 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 36 | 0 | 0 | 3 | 7 | 0 | 0 | 7 | 5 | 3 | 7 | 2421 2422 2423 | | | | | | |
| | | 9 | 2 | 3 | 0 | 0 | 0 | 0 | 4 | 2 | 4 | 6 | 6 | 4 | 5 | 7 | 5 | 3 | 3 | 6 | 0 | 0 | 2424 | | | | | | |
| | | 8 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2425 | | | | | | |
| 3 | | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 21 | 1 | 6 | 1 | 7 | 0 | 0 | 6 | 10 | 0 | 0 | 2426 | | | | | | |
| | | 18 | 20 | 25 | 0 | 0 | 0 | 4 | 0 | 0 | 5 | 2 | 6 | 12 | 31 | 0 | 0 | 0 | 12 | 31 | 0 | 0 | 2427 | | | | | | |
| | | 12 | 6 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 30 | 12 | 18 | 12 | 18 | 6 | 8 | 10 | 12 | 0 | 0 | 2428 | | | | | | |
| | | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 6 | 2 | 2 | 3 | 3 | 0 | 0 | 2 | 4 | 0 | 0 | 2429 | | | | | | |
| 4 | 5 | 12 | 10 | 13 | 0 | 0 | 0 | 0 | 0 | 3 | 8 | 13 | 7 | 18 | 4 | 8 | 0 | 0 | 6 | 12 | 0 | 0 | 2430 | | | | | | |
| | | 7 | 17 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 10 | 7 | 3 | 7 | 3 | 4 | 4 | 4 | 11 | 0 | 0 | 2431 | | | | | | |
| | | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 9 | 3 | 4 | 2 | 4 | 1 | 3 | 0 | 0 | 0 | 0 | 2432 | | | | | | |
| | | 2 | 2 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 15 | 1 | 3 | 0 | 0 | 0 | 0 | 2 | 7 | 0 | 0 | 2433 | | | | | | |
| | | 2 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 7 | 3 | 2 | 10 | 0 | 0 | 0 | 10 | 15 | 0 | 0 | 2434 | | | | | | |
| | | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 22 | 15 | 12 | 2 | 10 | 2 | 10 | 25 | 22 | 0 | 0 | 2435 | | | | | | |
| | | 23 | 3 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 20 | 13 | 20 | 0 | 0 | 10 | 0 | 18 | 20 | 0 | 0 | 2436 | | | | | | |
| | | 11 | 3 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 12 | 13 | 0 | 3 | 11 | 0 | 0 | 10 | 10 | 0 | 0 | 2437 | | | | | | |
| 5 | 0 | 2 | 8 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 13 | 2 | 2 | 6 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 2438 | | | | | | |
| 21 | 30 | 5 | 18 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 4 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2439 | | | | | | |
| | | 9 | 10 | 5 | 0 | 0 | 0 | 0 | 2 | 1 | 19 | 31 | 4 | 1 | 20 | 26 | 19 | 31 | 19 | 31 | 2 | 2 | 2440 | | | | | | |
| 5 | 4 | | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 4 | 6 | 1 | 10 | 11 | 7 | 3 | 18 | 17 | 0 | 0 | 2441 | | | | | | |
| | | | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 15 | 4 | 6 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 2442 | | | | | | |
| | | | 7 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 26 | 2 | 9 | 0 | 5 | 0 | 5 | 0 | 5 | 0 | 0 | 2443 | | | | | | |
| | | 5 | 8 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 12 | 1 | 5 | 1 | 4 | 1 | 5 | 6 | 8 | 0 | 0 | 2444 | | | | | | |
| | | | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 7 | 2 | 3 | 0 | 0 | 0 | 0 | 5 | 8 | 0 | 0 | 2445 | | | | | | |
| | | 14 | 15 | 112 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 98 | 2 | 12 | 2 | 12 | 0 | 0 | 12 | 18 | 0 | 0 | 2446 | | | | | | |
| | | 3 | 10 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 14 | 2 | 2 | 5 | 8 | 0 | 0 | 5 | 2 | 0 | 0 | 2447 | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "second-ary." | | Number of students in second-ary grade. | | Number preparing for college classical course. | |
|----------------------|------------------------|--------------------------------|--------------------------------|--------------------------------------|---------|---|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| TENNESSEE—continued. | | | | | | | | | |
| 2451 | Memphis | Leath High School. | Miss Margaret L. Scudder. | 0 | 6 | 32 | 130 | | |
| 2452 | Morristown | do | S. Frontis | 1 | 2 | 14 | 15 | 8 | 14 |
| 2453 | Mount Horeb | do | Jones M. Hicks | 1 | 1 | 9 | 10 | | |
| 2454 | Porterfield | Academy | H. A. Evans | 1 | 1 | 10 | 8 | | |
| 2455 | Rheatown | Seminary | M. A. Bales | 2 | 0 | 10 | 4 | | |
| 2456 | Rhodelia | Lost Creek Academy | George Brantley | 2 | 0 | 20 | 6 | | |
| 2457 | Trenton | Peabody High School. | G. R. McGee | 1 | 1 | 32 | 48 | 1 | 5 |
| TEXAS. | | | | | | | | | |
| 2458 | Abilene | High School | George W. Roach | 1 | 1 | 25 | 40 | | |
| 2459 | Aledo | Aledo Institute | T. E. Lane | 1 | 2 | 14 | 16 | | |
| 2460 | Anson | High School | W. S. Ferguson | 1 | 4 | 5 | 6 | 3 | 2 |
| 2461 | Athens | do | W. I. Cowles | 1 | 1 | 23 | 22 | | |
| 2462 | Athens | do | H. C. Bell | 1 | 0 | 10 | 4 | 15 | 20 |
| 2463 | Austin | do | J. H. Bryant | 2 | 3 | 60 | 120 | | |
| 2464 | Beaumont | do | C. F. Johnston | 1 | 0 | 4 | 11 | 2 | 0 |
| 2465 | Bellville | do | W. E. Freckman | 1 | 0 | 16 | 21 | 2 | 0 |
| 2466 | Blanco | do | W. H. Bruce | 2 | 0 | 24 | 23 | 10 | 3 |
| 2467 | Blue Ridge | do | D. F. Sutherland | 1 | 1 | 4 | 2 | | |
| 2468 | Bracketville | do | E. P. Lord | 1 | 3 | 15 | 15 | | |
| 2469 | Bremond | Educational Institute | J. B. Wolfe | 1 | 0 | 10 | 8 | | |
| 2470 | Brenham | High School | Miss Mary Rial | 2 | 2 | 15 | 45 | 5 | 11 |
| 2471 | Burnet | do | R. J. Richey | 1 | 0 | 12 | 14 | | |
| 2472 | Caddo Mills | do | Prof. Pile | 1 | 0 | 9 | 5 | 4 | 3 |
| 2473 | Calvert | do | J. B. Wolfe | 2 | 0 | 12 | 19 | | |
| 2474 | Celeste | Celeste College | J. B. Cook | 1 | 1 | 35 | 8 | | |
| 2475 | Chisholm | Berry Creek High School. | Enoch Dickson | 2 | 2 | 23 | 17 | 4 | 1 |
| 2476 | Cleburne | High School | J. Ed. N. Wallace | 1 | 5 | 40 | 75 | | |
| 2477 | Colorado | do | R. J. Baldwin | 1 | 0 | 1 | 4 | | |
| 2478 | Corpus Christi | do | C. W. Crossley | 1 | 1 | 7 | 8 | | |
| 2479 | Corsicana | do | E. M. Faust | 1 | 2 | 13 | 70 | 1 | 2 |
| 2480 | Dallas | do | T. G. Harris | 2 | 5 | 65 | 160 | | |
| 2481 | Denton | do | E. F. Conegys | 2 | 0 | 34 | 69 | | |
| 2482 | Ennis | do | Jos. C. Watkins | 2 | 0 | 12 | 21 | 11 | 14 |
| 2483 | Estacado | do | William Comally | 1 | 0 | 30 | 25 | | |
| 2484 | Floyd | do | W. A. Priest | 1 | 1 | 12 | 13 | | |
| 2485 | Fort Worth | do | P. M. White | 1 | 4 | 66 | 141 | | |
| 2486 | Galveston | Bell High School | John W. Hopkins, A. M. | 2 | 5 | 52 | 178 | | |
| 2487 | Geneva | Geneva Academy | H. F. Killen | 1 | 0 | 3 | 11 | | |
| 2488 | Glen Cove | High School (dept.) | J. S. Greenlee | 1 | 2 | 15 | 12 | 1 | 1 |
| 2489 | Gonzales | High School | Oscar Crisman | 1 | 0 | 23 | 14 | | |
| 2490 | Greenville | do | J. H. Van Amburgh | 2 | 1 | 23 | 32 | 5 | 7 |
| 2491 | Hallettsville | do | J. C. Florea | 1 | 0 | 4 | 6 | 3 | 2 |
| 2492 | Hempstead | do | S. H. Dean | 1 | 0 | 3 | 5 | | |
| 2493 | Hanston | do | C. W. Welch | 1 | 3 | 25 | 81 | | |
| 2494 | Hubbard City | do | E. L. Barham | 1 | 1 | 5 | 20 | | |
| 2495 | Hughes Springs | do | T. B. Price | 1 | 1 | 40 | 25 | 1 | 1 |
| 2496 | Itasca | do | N. J. Foster | 2 | 0 | 12 | 18 | | |
| 2497 | Jewett | do | J. E. Anderson | 1 | 1 | 31 | 29 | 5 | 2 |
| 2498 | Kingston | do | T. E. Wallis | 4 | 1 | 40 | 37 | 40 | 15 |
| 2499 | Kosse | High School (dept.) | J. Thomas Hall, superintendent | 1 | 0 | 5 | 20 | | |
| 2500 | La Grange | High School | T. R. Dunlap | 1 | 1 | 94 | 106 | 67 | 51 |
| 2501 | Leesburg | East Texas Academic Institute. | W. L. Turner | 1 | 1 | 7 | 9 | | |
| 2502 | Livingston | High School | F. C. Campbell | 1 | 0 | 7 | 11 | 2 | 4 |
| 2503 | Llano | do | J. R. Griffin | 1 | 1 | 12 | 15 | 4 | 2 |
| 2504 | Lockhart | do | J. E. Cook | 1 | 0 | 12 | 15 | | |
| 2505 | Loon Oak | do | W. H. Attebery | 1 | 2 | 19 | 24 | | |

public high schools—Continued.

| Number preparing for college scientific course. | | Number of graduates, 1891. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------|----------------------------------|-----|--------|-----|--------|-----|---------|-----|---------|-----|----------|----|-----------|----|----------|----|------------|----|------------------|----|-----|------|--|--|--|--|--|--|--|--|
| | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | | |
| Male. | Female. | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | |
| --- | --- | --- | --- | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 100 | 12 | 50 | 3 | 13 | 0 | 0 | 32 | 130 | 2451 | | | | | | | | |
| 3 | 4 | --- | 10 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 15 | 0 | 0 | 2 | 9 | 0 | 0 | 12 | 18 | 2452 | | | | | | | | |
| 1 | 0 | 3 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 8 | 3 | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 2453 | | | | | | | | |
| 2 | 1 | --- | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 9 | 8 | 2 | 0 | 0 | 0 | 0 | 0 | 10 | 7 | 2454 | | | | | | | | |
| 2 | 10 | 24 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 4 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2455 | | | | | | | | |
| 2 | 0 | 16 | 10 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 6 | 4 | 2 | 0 | 0 | 0 | 0 | 10 | 6 | 2456 | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 20 | 31 | 2 | 11 | 9 | 13 | 3 | 13 | 2 | 11 | 2457 | | | | | | | | |
| --- | --- | 8 | 25 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 40 | 20 | 25 | 15 | 20 | 2 | 8 | 15 | 20 | 2458 | | | | | | | | |
| 4 | 6 | --- | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 4 | 2 | 1 | 8 | 2 | 4 | 2 | 14 | 10 | 2459 | | | | | | | | |
| 3 | 0 | --- | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 15 | 5 | 3 | 10 | 12 | 0 | 0 | 5 | 7 | 2460 | | | | | | | | |
| 9 | 13 | --- | 35 | 85 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 5 | 3 | 4 | 4 | 4 | 0 | 0 | 12 | 14 | 2461 | | | | | | | | |
| --- | --- | 11 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 7 | 0 | 7 | 0 | 5 | 0 | 0 | 4 | 2462 | | | | | | | | |
| --- | --- | 14 | 4 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 8 | 2 | 3 | 4 | 11 | 0 | 0 | 0 | 0 | 2463 | | | | | | | | |
| 2 | 0 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 21 | 11 | 15 | 4 | 11 | 16 | 21 | 5 | 11 | 7 | 5 | 2465 | | | | | | | | |
| --- | --- | --- | 21 | 21 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 23 | 18 | 16 | 24 | 23 | 0 | 0 | 10 | 18 | 2466 | | | | | | | | |
| --- | --- | --- | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 3 | 1 | 3 | 0 | 0 | 0 | 4 | 2 | 2467 | | | | | | | | |
| --- | --- | --- | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 15 | 5 | 6 | 15 | 15 | 15 | 15 | 0 | 0 | 2468 | | | | | | | | |
| --- | --- | --- | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 3 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 2469 | | | | | | | | |
| --- | --- | 15 | 5 | 11 | 0 | 0 | 0 | 0 | 0 | 2 | 8 | 8 | 14 | 42 | 5 | 25 | 7 | 17 | 4 | 13 | 0 | 0 | 2470 | | | | | | | | |
| --- | --- | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 14 | 4 | 8 | 10 | 14 | 0 | 0 | 10 | 9 | 2471 | | | | | | | | |
| --- | --- | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 8 | 2 | 1 | 1 | 1 | 0 | 0 | 2 | 2 | 2472 | | | | | | | | |
| --- | --- | --- | 15 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 17 | 4 | 12 | 6 | 10 | 0 | 0 | 6 | 16 | 2473 | | | | | | | | |
| 6 | 0 | --- | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 8 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2474 | | | | | | | | |
| --- | --- | --- | 15 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 10 | 6 | 3 | 13 | 7 | 2 | 0 | 12 | 8 | 2475 | | | | | | | | |
| --- | --- | 9 | 25 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 25 | 40 | 30 | 40 | 75 | 40 | 75 | 40 | 75 | 2476 | | | | | | | | |
| --- | --- | --- | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 0 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 2477 | | | | | | | | |
| --- | --- | --- | 7 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2478 | | | | | | | | |
| --- | --- | 6 | 13 | 65 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 50 | 12 | 50 | 1 | 9 | 1 | 9 | 2 | 19 | 2479 | | | | | | | | |
| --- | --- | 8 | 30 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 60 | 20 | 5 | 4 | 8 | 2 | 8 | 10 | 40 | 2480 | | | | | | | | |
| --- | --- | 8 | 10 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 69 | 18 | 30 | 30 | 25 | 0 | 0 | 20 | 15 | 2481 | | | | | | | | |
| --- | --- | --- | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 21 | 4 | 7 | 4 | 7 | 0 | 0 | 4 | 7 | 2482 | | | | | | | | |
| --- | --- | --- | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 7 | 10 | 7 | 15 | 15 | 5 | 5 | 12 | 12 | 2483 | | | | | | | | |
| --- | --- | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 6 | 1 | 1 | 12 | 12 | 4 | 0 | 8 | 0 | 2484 | | | | | | | | |
| --- | --- | 66 | 141 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 113 | 32 | 113 | 32 | 113 | 15 | 25 | 47 | 99 | 2485 | | | | | | | | |
| --- | --- | 31 | 40 | 105 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 | 178 | 17 | 78 | 10 | 50 | 3 | 30 | 40 | 100 | 2486 | | | | | | | | |
| --- | --- | --- | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 11 | 1 | 1 | 2 | 10 | 0 | 2 | 0 | 0 | 2487 | | | | | | | | |
| --- | --- | --- | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 2 | 3 | 10 | 12 | 0 | 0 | 15 | 10 | 2488 | | | | | | | | |
| --- | --- | 22 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 13 | 7 | 1 | 4 | 7 | 4 | 7 | 11 | 6 | 2489 | | | | | | | | |
| 3 | 4 | --- | 21 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 26 | 16 | 17 | 14 | 18 | 0 | 0 | 23 | 32 | 2490 | | | | | | | | |
| 0 | 0 | 5 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 4 | 6 | 4 | 6 | 0 | 0 | 4 | 6 | 2491 | | | | | | | | |
| --- | --- | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 2 | 5 | 3 | 4 | 0 | 0 | 0 | 0 | 2492 | | | | | | | | |
| --- | --- | 12 | 12 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 41 | 20 | 50 | 2 | 18 | 1 | 9 | 1 | 9 | 20 | 60 | 2493 | | | | | | | | |
| --- | --- | --- | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 20 | 1 | 4 | 5 | 10 | 0 | 0 | 5 | 18 | 2494 | | | | | | | | |
| --- | --- | 2 | 1 | --- | 10 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 15 | 0 | 2 | 13 | 8 | 0 | 0 | 40 | 0 | 2495 | | | | | | | | |
| --- | --- | --- | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 18 | 4 | 6 | 12 | 18 | 0 | 0 | 6 | 12 | 2496 | | | | | | | | |
| --- | --- | 1 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 11 | 9 | 4 | 8 | 6 | 0 | 0 | 31 | 29 | 2497 | | | | | | | | |
| --- | --- | 25 | 10 | 5 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 40 | 37 | 20 | 5 | 10 | 1 | 10 | 0 | 0 | 0 | 2498 | | | | | | | | |
| --- | --- | 5 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 20 | 5 | 20 | 5 | 20 | 5 | 20 | 5 | 20 | 2499 | | | | | | | | |
| --- | --- | 4 | 17 | 18 | 2 | 1 | 0 | 0 | 0 | 24 | 27 | 0 | 19 | 21 | 5 | 4 | 10 | 6 | 4 | 5 | 27 | 31 | 2500 | | | | | | | | |
| --- | --- | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 9 | 2 | 3 | 3 | 8 | 0 | 0 | 0 | 0 | 2501 | | | | | | | | |
| --- | --- | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 11 | 0 | 0 | 3 | 4 | 0 | 0 | 7 | 0 | 2502 | | | | | | | | |
| --- | --- | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 10 | 4 | 6 | 6 | 8 | 6 | 8 | 10 | 12 | 2503 | | | | | | | | |
| --- | --- | 1 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 15 | 12 | 15 | 2 | 8 | 0 | 0 | 2 | 8 | 2504 | | | | | | | | |
| --- | --- | 8 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 19 | 8 | 12 | 19 | 24 | 5 | 3 | 17 | 20 | 2505 | | | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|---------------|------------------------|-----------------------------------|------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| TEXAS—cont'd. | | | | | | | | | |
| 2506 | Luling..... | High School (dept.).. | J. V. Brown..... | 2 | 0 | 7 | 14 | 7 | 28 |
| 2507 | McGregor..... | High School..... | J. N. Davis..... | 1 | 0 | 7 | 7 | — | — |
| 2508 | McKinney..... | do..... | E. M. Faust..... | 3 | 0 | 52 | 65 | — | — |
| 2509 | Mexia..... | do..... | J. E. Blair..... | 2 | 0 | 30 | 25 | 10 | 8 |
| 2510 | Midlothian..... | Midlothian Institute. | G. V. Taylor..... | 0 | 2 | 12 | 24 | — | — |
| 2511 | Midway..... | Elwood High School. | Miss Julia A. Bettis | 0 | 1 | 2 | 5 | 0 | 1 |
| 2512 | Mineola..... | High School..... | D. H. Skinner..... | 2 | 2 | 15 | 14 | — | — |
| 2513 | Montague..... | do..... | J. H. Vaughan..... | 1 | 0 | 6 | 7 | — | — |
| 2514 | Novice..... | Rough Creek High School. | Miss Eliza Robinson. | 0 | 1 | 2 | 7 | 1 | 5 |
| 2515 | Paris..... | High School..... | W. S. V. Seibert..... | 2 | 2 | 25 | 61 | 15 | 43 |
| 2516 | Queen City..... | Normal High School. | Wickliff Owen..... | 1 | 1 | 7 | 16 | 6 | 15 |
| 2517 | Ranger..... | High School..... | W. A. Dennis..... | 1 | 1 | 6 | 7 | — | — |
| 2518 | Rising Star..... | do..... | Benj. F. Terry..... | 2 | 0 | 25 | 12 | 15 | 1 |
| 2519 | Rockdale..... | do..... | John W. Clark..... | 1 | 0 | 13 | 20 | — | — |
| 2520 | Round Rock..... | High School (dept.).. | A. S. J. Steele..... | 0 | 3 | 10 | 15 | 3 | 4 |
| 2521 | San Angelo..... | High School..... | H. S. Moulton..... | 1 | 0 | 25 | 35 | — | — |
| 2522 | San Antonio..... | do..... | W. Schoch..... | 4 | 1 | 10 | 32 | — | — |
| 2523 | Sealy..... | High School (dept.).. | L. S. Williams..... | 1 | 0 | 16 | 20 | — | — |
| 2524 | Sexton..... | High School..... | John A. Smart..... | 1 | 0 | 5 | 3 | 1 | 2 |
| 2525 | Shelleyville..... | do..... | M. M. Dupre..... | 1 | 1 | 10 | 6 | 5 | 5 |
| 2526 | Sipe Springs..... | do..... | Will B. Train..... | 1 | 0 | 18 | 12 | — | — |
| 2527 | Snyder..... | do..... | B. M. Cochran..... | 2 | 2 | 15 | 40 | — | — |
| 2528 | Terrell..... | do..... | Conger P. Hudson..... | 1 | 4 | 14 | 27 | — | — |
| 2529 | Timpson..... | do..... | T. R. Day..... | 1 | 1 | 10 | 12 | — | — |
| 2530 | Trickham..... | do..... | John W. Hall..... | 1 | 0 | 1 | 8 | — | — |
| 2531 | Vernon..... | do..... | T. S. Cox..... | 2 | 0 | 10 | 20 | — | — |
| 2532 | Waco..... | Central High School. | J. N. Gambrell..... | 1 | 3 | 32 | 56 | 5 | 5 |
| 2533 | Weatherford..... | High School..... | R. B. Ewing..... | 1 | 0 | 3 | 10 | 3 | 10 |
| 2534 | Whitesboro..... | do..... | W. T. Potter..... | 2 | 3 | 16 | 14 | — | — |
| 2535 | Winnboro..... | do..... | Rufus Mann..... | 1 | 1 | 5 | 13 | — | — |
| UTAH. | | | | | | | | | |
| 2536 | Ogden..... | High School..... | T. B. Lewis..... | 1 | 1 | 14 | 27 | — | — |
| VERMONT. | | | | | | | | | |
| 2537 | Bakersfield..... | Brigham Academy... | Charles H. Morrill... | 1 | 2 | 12 | 12 | 4 | 0 |
| 2538 | Barre..... | Spaulding High Sch'l | O. D. Mathewson, A. B. | 1 | 2 | 7 | 10 | — | — |
| 2539 | Barton..... | Academy and High School. | Thomas Martin..... | 1 | 0 | 8 | 22 | — | — |
| 2540 | Barton Landing..... | High School..... | Miss H. E. Glazier. | 0 | 1 | 11 | 5 | — | — |
| 2541 | Bellows Falls..... | do..... | J. C. Simpson..... | 1 | 2 | 25 | 34 | 3 | 2 |
| 2542 | Bethel..... | do..... | J. H. Blairdell..... | 1 | 0 | 18 | 24 | 2 | 0 |
| 2543 | Brandon..... | do..... | Edw'd H. Dutcher..... | 1 | 0 | 3 | 3 | 2 | 2 |
| 2544 | Brattleboro..... | do..... | E. H. McLachlin..... | 2 | 2 | 62 | 94 | — | — |
| 2545 | Bristol..... | do..... | A. W. Varney..... | 0 | 4 | 10 | 20 | 2 | 3 |
| 2546 | Chester..... | do..... | Kate Child..... | 0 | 2 | 11 | 26 | — | — |
| 2547 | Enosburg Falls..... | do..... | Loren M. Jenne..... | 0 | 2 | 7 | 4 | — | — |
| 2548 | Fair Haven..... | do..... | G. W. Kennedy, A. M. | 1 | 1 | 6 | 10 | — | — |
| 2549 | Hardwick..... | Hardwick Academy. | G. H. McNair..... | 0 | 2 | 12 | 14 | 3 | 2 |
| 2550 | Hinesburg..... | High School..... | Henry M. Page..... | 1 | 0 | 13 | 12 | 2 | 0 |
| 2551 | Island Pond..... | do..... | Frank W. Hazen..... | 1 | 1 | 12 | 28 | — | — |
| 2552 | Lyndon..... | Academy and High School. | Chas. A. Williams..... | 1 | 0 | 11 | 7 | 0 | 1 |
| 2553 | Middlebury..... | High School..... | Arthur L. Janer..... | 1 | 2 | 26 | 30 | 7 | 2 |
| 2554 | Montpelier..... | Union School..... | Xeno. C. Wheeler..... | 1 | 2 | 10 | 20 | 1 | 1 |
| 2555 | Morrisville..... | People's Academy and High School. | W. A. Beebe..... | 1 | 1 | 47 | 57 | 9 | 5 |
| 2556 | Newport..... | Academy and High School. | F. L. Bergbee..... | 0 | 4 | 24 | 21 | 0 | 1 |

public high schools—Continued.

| Number preparing for college scientific course. | | Total number of graduates, 1891. | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----------------------------------|------------------------------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|------|------|--|--|--|--|--|--|--|--|--|--|
| | | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | | | | |
| | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | |
| | | | 7 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 14 | 1 | 4 | 1 | 4 | 0 | 0 | 6 | 10 | 2506 | | | | | | | | | | | |
| | | | 20 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 3 | 3 | 4 | 5 | 0 | 0 | 5 | 5 | 2507 | | | | | | | | | | | |
| 3 | 0 | 14 | 15 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 25 | 20 | 25 | 20 | 15 | 0 | 0 | 10 | 10 | 2508 | | | | | | | | | | | |
| 0 | 1 | | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 24 | 0 | 10 | 12 | 10 | 0 | 0 | 0 | 0 | 2509 | | | | | | | | | | | |
| | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 0 | 1 | 0 | 4 | 0 | 0 | 0 | 0 | 2511 | | | | | | | | | | | |
| | | 3 | 10 | 11 | 1 | 2 | 0 | 1 | 1 | 1 | 15 | 14 | 2 | 4 | 8 | 10 | 0 | 0 | 2 | 2 | 2512 | | | | | | | | | | | |
| | | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 7 | 2 | 1 | 2 | 3 | 0 | 0 | 2 | 3 | 2513 | | | | | | | | | | | |
| | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 2 | 4 | 2 | 7 | 0 | 0 | 2 | 7 | 2514 | | | | | | | | | | | |
| 8 | 8 | 8 | 15 | 43 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 42 | 2 | 15 | 3 | 8 | 2 | 18 | 4 | 7 | 2515 | | | | | | | | | | | |
| 10 | 17 | | 6 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 16 | 1 | 4 | 5 | 2 | 0 | 0 | 0 | 0 | 2516 | | | | | | | | | | | |
| | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 7 | 1 | 0 | 5 | 3 | 0 | 0 | 0 | 0 | 2517 | | | | | | | | | | | |
| 7 | 0 | 5 | 10 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 12 | 8 | 6 | 0 | 0 | 0 | 0 | 3 | 1 | 2518 | | | | | | | | | | | |
| 2 | 3 | 3 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 14 | 5 | 6 | 10 | 13 | 13 | 10 | 13 | 20 | 2519 | | | | | | | | | | | |
| 25 | 35 | 3 | 10 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 15 | 10 | 15 | 10 | 15 | 0 | 0 | 10 | 15 | 2520 | | | | | | | | | | | |
| | | 5 | 25 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 35 | 25 | 35 | 25 | 35 | 25 | 35 | 25 | 35 | 2521 | | | | | | | | | | | |
| | | | 5 | 8 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 9 | 6 | 10 | 5 | 6 | 1 | 4 | 6 | 10 | 2522 | | | | | | | | | | | |
| | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 20 | 4 | 10 | 4 | 10 | 0 | 0 | 0 | 0 | 2523 | | | | | | | | | | | |
| | | | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 2524 | | | | | | | | | | | |
| 6 | 4 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 6 | 4 | 0 | 6 | 0 | 7 | 2 | 0 | 0 | 2525 | | | | | | | | | | | |
| | | | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 12 | 5 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 2526 | | | | | | | | | | | |
| | | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 30 | 1 | 8 | 1 | 12 | 0 | 0 | 8 | 40 | 2527 | | | | | | | | | | | |
| | | | 14 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 27 | 0 | 7 | 4 | 4 | 9 | 4 | 9 | 8 | 13 | 2528 | | | | | | | | | | |
| | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | --- | 10 | 9 | 3 | 4 | 5 | 12 | 0 | 0 | 3 | 1 | 2529 | | | | | | | | | | | |
| | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 20 | 4 | 1 | 3 | 0 | 2 | 0 | 0 | 0 | 2530 | | | | | | | | | | | |
| 2 | 5 | 11 | 5 | 11 | 0 | 0 | 0 | 0 | 0 | 1 | 10 | 20 | 10 | 20 | 5 | 11 | 0 | 0 | 0 | 0 | 2531 | | | | | | | | | | | |
| 0 | 9 | 20 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 29 | 41 | 4 | 15 | 2 | 15 | 2 | 7 | 10 | 27 | 2532 | | | | | | | | | | | |
| | | | 3 | 10 | 0 | 0 | 0 | 0 | 0 | --- | 9 | 4 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2533 | | | | | | | | | | | |
| | | | 4 | 1 | 7 | 0 | 0 | 0 | 0 | 0 | 16 | 14 | 3 | 5 | 4 | 4 | 0 | 0 | 4 | 4 | 2534 | | | | | | | | | | | |
| | | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 13 | 0 | 0 | 2 | 4 | 0 | 0 | 4 | 8 | 2535 | | | | | | | | | | | |
| | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | --- | 0 | 13 | 14 | 1 | 3 | 0 | 6 | 0 | 0 | 1 | 11 | 2536 | | | | | | | | | | | |
| 2 | 2 | 4 | 3 | 0 | 0 | 3 | 0 | 0 | 4 | 0 | 7 | 9 | 4 | 4 | 9 | 12 | 6 | 0 | 1 | 4 | 2537 | | | | | | | | | | | |
| | | 6 | 8 | 1 | 1 | 0 | 0 | 0 | --- | 0 | 6 | 10 | 2 | 0 | 2 | 2 | 0 | 0 | 4 | 2 | 2538 | | | | | | | | | | | |
| | | 8 | 4 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 22 | 3 | 0 | 3 | 16 | 0 | 0 | 3 | 9 | 2539 | | | | | | | | | | | |
| | | 9 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2540 | | | | | | | | | | | |
| | | 12 | 16 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 14 | 18 | 6 | 10 | 4 | 8 | 0 | 0 | 3 | 9 | 2541 | | | | | | | | | | | |
| | | 8 | 9 | 6 | 2 | 0 | 0 | 0 | 2 | 6 | 14 | 17 | 2 | 10 | 2 | 8 | 1 | 10 | 8 | 8 | 2542 | | | | | | | | | | | |
| | | 4 | 3 | 3 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 2543 | | | | | | | | | | | |
| 0 | 27 | 15 | 39 | 1 | 4 | 4 | 8 | 0 | 1 | 0 | 37 | 54 | 18 | 7 | 16 | 24 | 15 | 4 | 20 | 30 | 2544 | | | | | | | | | | | |
| | | 1 | 8 | 17 | 1 | 0 | 0 | 0 | 0 | 0 | 5 | 12 | 1 | 7 | 3 | 5 | 0 | 0 | 0 | 0 | 2545 | | | | | | | | | | | |
| | | 6 | 5 | 7 | 0 | 0 | 0 | 1 | 2 | 4 | 7 | 17 | 0 | 3 | 0 | 3 | 0 | 0 | 2 | 3 | 2546 | | | | | | | | | | | |
| 3 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | --- | 0 | 2 | 4 | 1 | 0 | 4 | 0 | 0 | 6 | 4 | 2547 | | | | | | | | | | | |
| 0 | 4 | 4 | 7 | 0 | 0 | 2 | 1 | 0 | 1 | 0 | 12 | 14 | 2 | 1 | 6 | 0 | 6 | 2 | 0 | 0 | 2548 | | | | | | | | | | | |
| | | 3 | 2 | 7 | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 12 | 4 | 7 | 12 | 4 | 0 | 0 | 13 | 10 | 2549 | | | | | | | | | | | |
| | | 0 | 2 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 2 | 6 | 0 | 4 | 2 | 1 | 0 | 0 | 0 | 5 | 2550 | | | | | | | | | | | |
| | | 1 | 1 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2551 | | | | | | | | | | | |
| 9 | 3 | 17 | 14 | 15 | 7 | 2 | 4 | 4 | 0 | 1 | 10 | 15 | 12 | 4 | 0 | 0 | 0 | 0 | 10 | 9 | 2552 | | | | | | | | | | | |
| 11 | 14 | 6 | 18 | 21 | 7 | 2 | 0 | 4 | 10 | 0 | 6 | 9 | 0 | 4 | 1 | 1 | 3 | 0 | 3 | 12 | 2553 | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | 2554 | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | 2555 | | | | | | | | | | | |
| 6 | 2 | 10 | 10 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 10 | 8 | 4 | 10 | 5 | 6 | 5 | 8 | 7 | 2556 | | | | | | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|-----------------|------------------------|----------------------------|------------------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| VERMONT—cont'd. | | | | | | | | | |
| 2557 | North Bennington. | High School | H. Dressel, jr. | 1 | 1 | 19 | 21 | 2 | 0 |
| 2558 | Northfield | do | Henry O. Aiken | 1 | 1 | 27 | 29 | 4 | 6 |
| 2559 | North Troy | Missisquoi Valley Academy. | Charles Putney | 1 | 2 | 12 | 13 | 1 | 5 |
| 2560 | Poultney | High School | W. Carleton Tift | 1 | 0 | 10 | 12 | — | — |
| 2561 | Proctor | do | F. P. Davison | 1 | 0 | 10 | 26 | — | — |
| 2562 | Quechee | do | Clarence A. Crook | 1 | 0 | 8 | 10 | — | — |
| 2563 | Richford | do | Max Leon Powell | 1 | 0 | 14 | 23 | 2 | 0 |
| 2564 | Rutland | do | Jesse A. Ellsworth | 1 | 2 | 33 | 55 | 11 | 7 |
| 2565 | St. Albans | Academy and High School. | F. H. Dewart | 1 | 3 | 47 | 79 | 5 | 1 |
| 2566 | Springfield | High School | George Ellsworth Johnson. | 1 | 1 | 10 | 12 | 3 | 1 |
| 2567 | Swanton | Union School | F. K. Graves | 1 | 1 | 30 | 39 | 1 | 2 |
| 2568 | Wallingford | High School | E. F. Howard | 1 | 2 | 10 | 8 | — | — |
| 2569 | Waterbury | do | F. Cavery | 1 | 3 | 4 | 6 | 2 | 3 |
| 2570 | West Randolph | do | J. W. Whitehill | 2 | 1 | 46 | 50 | — | — |
| 2571 | White River Junction. | do | Ozora S. Davis | 0 | 4 | 24 | 27 | 2 | 0 |
| 2572 | Windsor | do | F. N. Newell | 1 | 1 | 28 | 27 | — | — |
| 2573 | Winooski | do | J. C. Bruman | 1 | 0 | 4 | 5 | — | — |
| 2574 | Woodstock | do | A. B. Bishop | 1 | 2 | 39 | 50 | 27 | 5 |
| VIRGINIA. | | | | | | | | | |
| 2575 | Adriance | High School | Mrs. Charles W. Crawley. | 0 | 2 | 10 | 10 | — | — |
| 2576 | Aldie | do | W. B. Edmundson | 1 | 0 | 8 | 6 | — | — |
| 2577 | Bridle Creek | Academy | E. L. Bain | 1 | 0 | 4 | 5 | — | — |
| 2578 | Broadway | High School | J. T. De Bell | 1 | 2 | 12 | 8 | — | — |
| 2579 | Buchanan | do | L. A. H. Sullender | 1 | 0 | 5 | 10 | 1 | 2 |
| 2580 | Charlottesville | do | J. W. Tinsley | 2 | 0 | 9 | 23 | — | — |
| 2581 | Chilesburg | do | C. F. Smith, jr. | 1 | 0 | 8 | 5 | 2 | 1 |
| 2582 | Churchville | do | Mary I. Bell | 0 | 2 | 6 | 6 | — | — |
| 2583 | Covington | do | Rev. J. Dickey | 1 | 0 | 9 | 3 | — | — |
| 2584 | Fairview | do | George W. Coley | 1 | 0 | 15 | 4 | — | — |
| 2585 | Fox | Fox Institute | J. J. Watkins | 1 | 1 | 18 | 15 | 3 | 2 |
| 2586 | Fredericksburg | High School | E. M. Crutchfield, superintendent. | 0 | 1 | 6 | 20 | — | — |
| 2587 | Hamilton | do | J. W. Gregg | 1 | 0 | 8 | 13 | — | — |
| 2588 | Harrisonburg | do | C. E. Banglebaugh | 2 | 0 | 19 | 21 | 5 | 6 |
| 2589 | Hat Creek | do | Miss S. Kate Cranley. | 0 | 1 | 4 | 19 | 2 | 4 |
| 2590 | Irwin | Union High School. | Edward Kinne | 1 | 0 | 7 | 6 | — | — |
| 2591 | Johnsons Spr'gs. | Dover High School. | Miss Mildred A. E. Ellis. | 0 | 1 | 1 | 6 | — | — |
| 2592 | Lacey Springs | High School | C. S. Good | 1 | 0 | 3 | 8 | — | — |
| 2593 | Lawrenceville | do | James A. Riddick | 1 | 0 | 4 | 11 | 5 | 15 |
| 2594 | Leesburg | do | J. S. Simpson | 2 | 1 | 24 | 13 | 11 | 3 |
| 2595 | do | High School (No. 2) | G. C. Gorrell | 1 | 0 | 3 | 8 | — | — |
| 2596 | Lincoln | High School | Mr. Edw. C. James | 1 | 0 | 4 | 9 | — | — |
| 2597 | Luray | do | E. M. Pilcher | 2 | 0 | 20 | 1 | — | — |
| 2598 | Lynchburg | do | John W. Wyatt | 3 | 2 | 51 | 135 | 4 | 9 |
| 2599 | McGaheysville | Oak Hill Academy. | W. O. Ross | 1 | 0 | 15 | 12 | — | — |
| 2600 | Marksville | High School | B. B. Miller | 1 | 1 | 25 | 23 | — | — |
| 2601 | Midway | do | Miss Mattie Slate | 0 | 1 | 9 | 10 | — | — |
| 2602 | Millboro Springs | High School (dept.) | H. F. Crosby | 1 | 0 | 8 | 4 | — | — |
| 2603 | Mt. Crawford | High School | T. J. O'Neill | 1 | 0 | 10 | 8 | 2 | 0 |
| 2604 | New Market | do | A. C. Kimby | 1 | 1 | 15 | 12 | 5 | 0 |
| 2605 | North Danville | do | F. H. Wheatley | 1 | 2 | 36 | 13 | 6 | 11 |
| 2606 | Parnassus | do | M. C. Smith | 1 | 0 | 6 | 3 | — | — |
| 2607 | Petersburg | do | A. P. Balling | 0 | 3 | 64 | 92 | — | — |
| 2608 | do | Peabody High School | James E. Shields | 1 | 0 | 10 | 46 | — | — |

public high schools—Continued.

| Number preparing for college scientific course. | | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----------------------------------|----|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|-------|---------|--|--|--|--|--|--|
| | | Total number of graduates, 1891. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | |
| | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | |
| 1 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 10 | 17 | 20 | 5 | 11 | 6 | 13 | 6 | 13 | 6 | 14 | 2557 | | | | | | | |
| 2 | 0 | 9 | 12 | 13 | 5 | 6 | 1 | 4 | 0 | 0 | 0 | 12 | 10 | 7 | 6 | 5 | 4 | 4 | 3 | 6 | 7 | 2558 | | | | | | | |
| 0 | 2 | 2 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 9 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 2559 | | | | | | | |
| 5 | 16 | 7 | 0 | 3 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 2 | 4 | 3 | 10 | 4 | 10 | 0 | 3 | 10 | 2560 | | | | | | | | |
| 5 | 0 | 20 | 11 | 22 | 2 | 0 | 3 | 8 | 0 | 0 | 0 | 13 | 17 | 14 | 3 | 3 | 3 | 1 | 0 | 3 | 7 | 2561 | | | | | | | |
| 15 | 17 | 8 | 3 | 11 | 3 | 1 | 5 | 5 | 0 | 0 | 0 | 9 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 8 | 2562 | | | | | | | |
| 4 | 0 | 10 | 9 | 18 | 2 | 4 | 0 | 5 | 4 | 0 | 0 | 21 | 20 | 6 | 11 | 6 | 12 | 7 | 11 | 12 | 16 | 2563 | | | | | | | |
| 2 | 0 | 14 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 8 | 9 | 9 | 7 | 5 | 10 | 0 | 0 | 6 | 7 | 2564 | | | | | | | |
| 15 | 46 | 11 | 12 | 20 | 5 | 0 | 3 | 9 | 0 | 0 | 3 | 4 | 5 | 1 | 0 | 3 | 5 | 0 | 0 | 0 | 13 | 2565 | | | | | | | |
| 2 | 0 | 10 | 10 | 2 | 1 | 1 | 7 | 0 | 0 | 0 | 1 | 6 | 3 | 1 | 0 | 1 | 5 | 0 | 1 | 10 | 10 | 2566 | | | | | | | |
| 0 | 1 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 20 | 3 | 3 | 6 | 12 | 5 | 5 | 10 | 15 | 2567 | | | | | | | |
| 6 | 5 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 2 | 1 | 0 | 0 | 0 | 2 | 1 | 6 | 2 | 2568 | | | | | | | |
| 3 | 3 | 2 | 2 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 4 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2569 | | | | | | | |
| 3 | 3 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 20 | 2 | 2 | 0 | 0 | 0 | 0 | 15 | 10 | 2570 | | | | | | | |
| 2 | 5 | 10 | 8 | 1 | 0 | 0 | 0 | 6 | 0 | 2 | 1 | 8 | 19 | 0 | 0 | 4 | 6 | 0 | 0 | 3 | 7 | 2571 | | | | | | | |
| 0 | 3 | 7 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 6 | 0 | 1 | 0 | 0 | 0 | 0 | 4 | 14 | 2572 | | | | | | | |
| 4 | 4 | 2 | 11 | 7 | 1 | 0 | 0 | 6 | 4 | 0 | 0 | 16 | 12 | 9 | 0 | 16 | 9 | 7 | 0 | 0 | 11 | 2573 | | | | | | | |
| 0 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 8 | 2574 | | | | | | | |
| 1 | 0 | 16 | 54 | 135 | 0 | 0 | 3 | 14 | 48 | 121 | 12 | 38 | 92 | 10 | 29 | 10 | 29 | 0 | 0 | 35 | 85 | 2575 | | | | | | | |
| 2 | 1 | 9 | 10 | 8 | 0 | 0 | 2 | 3 | 4 | 0 | 1 | 15 | 6 | 10 | 4 | 25 | 23 | 25 | 23 | 25 | 23 | 2576 | | | | | | | |
| 0 | 0 | 2 | 8 | 6 | 0 | 0 | 0 | 3 | 5 | 4 | 8 | 15 | 10 | 2 | 5 | 3 | 4 | 1 | 0 | 0 | 0 | 2577 | | | | | | | |
| 0 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 0 | 8 | 0 | 8 | 0 | 0 | 0 | 35 | 0 | 2578 | | | | | | | |
| 10 | 10 | 64 | 92 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 | 58 | 23 | 45 | 11 | 32 | 25 | 28 | 40 | 4 | 2579 | | | | | | | |
| 10 | 10 | 10 | 46 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 46 | 7 | 17 | 3 | 12 | 0 | 1 | 16 | 26 | 2580 | | | | | | | |

TABLE 6.—Statistics of

| State and post-office. | Name of institution. | Name of principal. | Number of in-struct-ors. "sec-ond-ary." | | Number of students in second-ary grade. | | Number pre-paring for col-lege classi-cal cours-. | |
|------------------------|-------------------------|-----------------------------|---|---------|---|---------|---|---------|
| | | | Male. | Female. | Male. | Female. | Male. | Female. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| VIRGINIA—cont'd. | | | | | | | | |
| 2609 | Portsmouth | High School | Willis A. Jenkins.. | 1 1 | 20 | 34 | 3 | 0 |
| 2610 | Pulaski | do | D. B. Brown | 0 4 | 10 | 3 | 15 | 5 |
| 2611 | Richmond | do | J. P. Thomas | 2 18 | 191 | 463 | --- | --- |
| 2612 | Rocky Station | Lee Institute | J. B. Wolfe | 1 0 | 8 | 7 | 2 | 3 |
| 2613 | Rose Hill | Cumberland College.. | E. L. Grubbs | 1 0 | 2 | 0 | 2 | 0 |
| 2614 | Rustburg | High School | Jno. G. Fisher | 1 0 | 8 | 7 | 5 | 3 |
| 2615 | Smithfield | Smithfield Academy .. | E. M. Morrison | 0 1 | 22 | 5 | 2 | 1 |
| 2616 | South Boston | High School | J. Morton D. Davis .. | 1 0 | 7 | 12 | --- | --- |
| 2617 | Spring Valley | do | J. A. Livesay | 2 2 | 20 | 10 | 8 | 4 |
| 2618 | Stanardsville | Forest Hill Academy .. | B. B. Mitchell | 1 0 | 12 | 16 | 4 | 6 |
| 2619 | Staunton | High School | John B. Bader | 3 1 | 57 | 85 | 15 | 35 |
| 2620 | Waterford | do | William B. Carr | 0 2 | 7 | 5 | 4 | 3 |
| 2621 | Winchester | do | J. C. Van Fosseir | 1 1 | 20 | 19 | --- | --- |
| 2622 | Wytheville | Mount Pleasant High School. | Emma R. Calfee | 0 1 | 3 | 5 | --- | --- |
| do | do | High School | F. L. Bruce | 2 5 | 10 | 8 | 20 | 15 |
| WASHINGTON. | | | | | | | | |
| 2623 | Centralia | High School | Chas. W. Borst | 1 2 | 20 | 30 | --- | --- |
| 2624 | Chehalis | do | J. T. Forrest | 1 6 | 12 | 16 | --- | --- |
| 2625 | Dayton | do | W. A. Payne | 2 0 | 20 | 23 | 1 | 1 |
| 2626 | North Yakima | do | E. P. Greene | 1 0 | 5 | 8 | --- | --- |
| 2627 | Olympia | do | Miss May Bly | 1 2 | 47 | 49 | 3 | 2 |
| 2628 | Port Townsend | do | W. F. Babcock | 1 1 | 7 | 12 | 2 | 5 |
| 2629 | Seattle | do | John W. Heston | 2 4 | 73 | 125 | 3 | 0 |
| 2630 | Spokane Falls | do | J. B. Walker | 1 2 | 26 | 30 | --- | --- |
| 2631 | Tacoma | do | Abbie E. Cushman | 0 5 | 53 | 67 | --- | --- |
| 2632 | Walla Walla | do | R. C. Kerr | 1 1 | 15 | 25 | --- | --- |
| 2633 | Whatcom | do | D. J. Bowers | 0 2 | 13 | 17 | 2 | 1 |
| WEST VIRGINIA. | | | | | | | | |
| 2634 | Charleston | High School | Mrs. Mary R. McGwigan. | 0 2 | 17 | 28 | 5 | 2 |
| 2635 | Martinsburg | do | J. A. Cox | 1 2 | 30 | 40 | --- | --- |
| 2636 | Parkersburg | do | J. S. Conwell | 1 1 | 42 | 53 | --- | --- |
| 2637 | Wheeling | do | W. H. Anderson | 1 17 | 95 | 177 | --- | --- |
| WISCONSIN. | | | | | | | | |
| 2638 | Ahnapee | High School | H. K. White | 1 0 | 3 | 5 | --- | --- |
| 2639 | Alma | do | J. Emilius Hoenes | 1 1 | 20 | 12 | --- | --- |
| 2640 | Amherst | do | Mason S. McKee | 1 2 | 4 | 16 | --- | --- |
| 2641 | Antigo | do | J. G. Hoyt | 1 1 | 4 | 7 | --- | --- |
| 2642 | Appleton | Ryan High School | Oscar H. Eckle | 4 0 | 25 | 45 | --- | --- |
| 2643 | Arcadia | High School | A. C. Finn | 2 0 | 23 | 23 | --- | --- |
| 2644 | Argyle | do | J. L. Sherron | 1 0 | 4 | 5 | --- | --- |
| 2645 | Ashland | do | J. M. Turner | 1 1 | 15 | 15 | 2 | 2 |
| 2646 | Augusta | do | L. W. Wood | 0 1 | 8 | 10 | --- | --- |
| 2647 | Avoca | do | J. Nozdrf | 1 1 | 6 | 8 | --- | --- |
| 2648 | Baraboo | do | L. H. Clark | 1 3 | 46 | 73 | 18 | 23 |
| 2649 | Bayfield | do | J. L. Thatcher | 1 0 | 5 | 6 | 0 | 3 |
| 2650 | Beaver Dam | do | Homer B. Hubbell | 1 3 | 45 | 66 | --- | --- |
| 2651 | Beloit | do | W. S. Axtell | 1 4 | 24 | 106 | --- | --- |
| 2652 | Berlin | do | A. F. Rote | 1 3 | 45 | 88 | --- | --- |
| 2653 | Black Earth | do | E. W. Walker | 1 1 | 7 | 19 | --- | --- |
| 2654 | Black River Falls | do | Dwight Kinney | 2 2 | 34 | 58 | --- | --- |
| 2655 | Bloomer | do | J. F. Gibson | 1 0 | 5 | 5 | --- | --- |
| 2656 | Boscobel | do | L. L. Lightcap | 1 0 | 10 | 12 | --- | --- |
| 2657 | Brandon | do | D. S. Gibbon | 1 0 | 5 | 5 | --- | --- |
| 2658 | Brodhead | do | F. E. McGovern | 1 1 | 22 | 42 | --- | --- |
| 2659 | Burlington | do | C. W. Rittenburg | 1 2 | 34 | 45 | 3 | 1 |

public high schools—Continued.

| Number preparing for college scientific course. | | Total number of graduates, 1891. | Number of students pursuing— | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----------------------------------|------------------------------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|-------|---------|--|--|--|--|--|--|--|--|
| | | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | | | | | | | |
| | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | |
| 1 | 0 | 9 | 20 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 34 | 4 | 5 | 10 | 13 | 0 | 0 | 16 | 19 | 2609 | | | | | | | | | |
| | | | 8 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2610 | | | | | | | | | |
| 2 | 0 | 77 | 171 | 463 | 0 | 0 | 1 | 53 | 33 | 124 | 147 | 423 | 26 | 137 | 31 | 119 | 32 | 96 | 159 | 340 | 2611 | | | | | | | | | |
| | | | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2612 | | | | | | | | | |
| | | | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 4 | 4 | 3 | 0 | 0 | 0 | 0 | 8 | 7 | 2613 | | | | | | | | |
| 2 | 1 | 10 | 8 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 6 | 0 | 1 | 0 | 6 | 2 | 0 | 0 | 10 | 5 | 2614 | | | | | | | | | |
| | | 2 | 7 | 12 | 0 | 0 | 0 | 3 | 0 | 0 | 7 | 12 | 0 | 0 | 7 | 12 | 0 | 0 | 7 | 12 | 2615 | | | | | | | | | |
| 10 | 3 | | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 3 | 3 | 3 | 0 | 7 | 4 | 0 | 20 | 10 | 2616 | | | | | | | | | |
| 6 | 12 | | 2 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 2 | 2 | 0 | 0 | 0 | 0 | 12 | 16 | 2617 | | | | | | | | | |
| | | 7 | 57 | 85 | 0 | 0 | 0 | 8 | 15 | 25 | 57 | 85 | 3 | 15 | 17 | 27 | 3 | 17 | 0 | 0 | 2618 | | | | | | | | | |
| 3 | 3 | | 4 | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 7 | 5 | 4 | 1 | 7 | 5 | 0 | 0 | 7 | 5 | 2619 | | | | | | | | | |
| | | 18 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 19 | 20 | 0 | 20 | 19 | 0 | 0 | 0 | 0 | 2620 | | | | | | | | | |
| | | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 2621 | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | 2622 | | | | | | | | | |
| 0 | 0 | 5 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 5 | 0 | 0 | 3 | 4 | 0 | 0 | 8 | 5 | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 8 | 15 | 24 | 1 | 10 | 1 | 10 | 0 | 0 | 1 | 10 | 2623 | | | | | | | | | |
| | | | 8 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 12 | 2624 | | | | | | | | | |
| 1 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 19 | 3 | 4 | 4 | 12 | 0 | 0 | 3 | 4 | 2625 | | | | | | | | | |
| | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 7 | 0 | 0 | 1 | 5 | 0 | 0 | 0 | 0 | 2626 | | | | | | | | | |
| 6 | 4 | 9 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 14 | 5 | 3 | 7 | 9 | 6 | 4 | 8 | 9 | 2627 | | | | | | | | | |
| | | | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 10 | 1 | 6 | 4 | 8 | 0 | 0 | 5 | 12 | 2628 | | | | | | | | | |
| 5 | 2 | 9 | 36 | 125 | 0 | 0 | 0 | 0 | 6 | 10 | 52 | 70 | 21 | 29 | 28 | 33 | 8 | 14 | 21 | 29 | 2629 | | | | | | | | | |
| | | 7 | 16 | 18 | 0 | 0 | 0 | 0 | 10 | 10 | 20 | 28 | 5 | 2 | 10 | 12 | 3 | 5 | 4 | 3 | 2630 | | | | | | | | | |
| | | | 12 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 50 | 4 | 5 | 4 | 6 | 0 | 0 | 4 | 6 | 2631 | | | | | | | | | |
| | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 25 | 0 | 0 | 15 | 25 | 0 | 15 | 25 | 2632 | | | | | | | | | | |
| | | 10 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 17 | 5 | 5 | 5 | 10 | 0 | 0 | 5 | 5 | 2633 | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 0 | 5 | 9 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 28 | 5 | 15 | 4 | 11 | 1 | 4 | 5 | 15 | 2634 | | | | | | | | | |
| | | | 5 | 5 | 0 | 0 | 0 | 0 | 1 | 5 | 30 | 40 | 0 | 0 | 3 | 16 | 4 | 8 | 6 | 18 | 2635 | | | | | | | | | |
| | | 19 | 15 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 42 | 15 | 19 | 4 | 9 | 4 | 15 | 42 | 53 | 2636 | | | | | | | | | |
| | | 49 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 28 | 95 | 177 | 25 | 35 | 80 | 117 | 25 | 35 | 0 | 0 | 2637 | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 1 | 3 | 0 | 4 | 0 | 0 | 3 | 3 | 2638 | | | | | | | | | |
| | | | 5 | 0 | 0 | 0 | 0 | 0 | 20 | 0 | 12 | 4 | 6 | 1 | 4 | 0 | 4 | 0 | 0 | 0 | 2639 | | | | | | | | | |
| 1 | 1 | 5 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 7 | 2 | 3 | 2 | 3 | 0 | 0 | 2 | 3 | 2640 | | | | | | | | | |
| | | 11 | 10 | 11 | 0 | 0 | 0 | 0 | 4 | 11 | 7 | 8 | 6 | 15 | 4 | 7 | 4 | 10 | 23 | 2641 | | | | | | | | | | |
| | | | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 9 | 15 | 11 | 3 | 4 | 4 | 0 | 0 | 0 | 0 | 2642 | | | | | | | | | |
| | | | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 3 | 1 | 4 | 4 | 0 | 0 | 0 | 0 | 2643 | | | | | | | | | |
| 1 | 0 | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 1 | 10 | 12 | 3 | 1 | 4 | 4 | 0 | 13 | 12 | 2644 | | | | | | | | | | |
| | | | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 9 | 4 | 5 | 4 | 5 | 0 | 6 | 7 | 2645 | | | | | | | | | | |
| | | | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 7 | 3 | 3 | 3 | 4 | 0 | 0 | 0 | 0 | 2646 | | | | | | | | | |
| | | | 8 | 23 | 0 | 0 | 0 | 0 | 11 | 20 | 22 | 34 | 5 | 7 | 9 | 12 | 2 | 5 | 0 | 0 | 2647 | | | | | | | | | |
| 2 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 6 | 2 | 2 | 2 | 3 | 0 | 0 | 0 | 0 | 2648 | | | | | | | | | |
| | | 13 | 11 | 9 | 0 | 0 | 0 | 0 | 22 | 26 | 14 | 16 | 2 | 11 | 5 | 12 | 0 | 6 | 7 | 2649 | | | | | | | | | | |
| | | | 8 | 56 | 2 | 0 | 0 | 0 | 10 | 37 | 11 | 46 | 7 | 8 | 0 | 2 | 0 | 0 | 1 | 2650 | | | | | | | | | | |
| | | 3 | 12 | 19 | 0 | 0 | 0 | 0 | 6 | 19 | 27 | 64 | 13 | 22 | 13 | 22 | 6 | 7 | 13 | 22 | 2651 | | | | | | | | | |
| 7 | 9 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 10 | 3 | 9 | 3 | 10 | 0 | 0 | 0 | 0 | 2652 | | | | | | | | | |
| | | 12 | 7 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 28 | 6 | 21 | 0 | 0 | 3 | 11 | 7 | 23 | 2653 | | | | | | | | | |
| | | | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 5 | 1 | 5 | 1 | 0 | 0 | 0 | 0 | 2654 | | | | | | | | | |
| | | 6 | 5 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 11 | 2 | 4 | 3 | 5 | 0 | 2 | 4 | 5 | 2655 | | | | | | | | | |
| | | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 2 | 1 | 3 | 3 | 0 | 0 | 0 | 0 | 2656 | | | | | | | | | |
| | | | 5 | 12 | 28 | 0 | 0 | 0 | 2 | 4 | 8 | 15 | 4 | 5 | 2 | 3 | 0 | 0 | 4 | 5 | 2657 | | | | | | | | | |
| | | 12 | 4 | 10 | 0 | 0 | 0 | 0 | 11 | 16 | 9 | 10 | 3 | 9 | 2 | 9 | 7 | 12 | 8 | 8 | 2658 | | | | | | | | | |

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|------|------------------------|---------------------------|--------------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | WISCONSIN—continued. | | | | | | | | |
| 2660 | Cadott | High School | J. Charles Churchill. | 1 | 0 | 2 | 10 | | |
| 2661 | Cassville | do | C. A. Harper | 1 | 0 | 6 | 15 | | |
| 2662 | Chilton | do | John G. Nageler | 2 | 0 | 27 | 16 | | |
| 2663 | Chippewa Falls | do | George S. Parker | 1 | 3 | 68 | 89 | | |
| 2664 | Clinton Junction | do | J. B. Borden | 1 | 1 | 6 | 23 | | |
| 2665 | Clintonville | do | W. D. Acherman | 0 | 1 | 4 | 6 | | |
| 2666 | Colby | do | J. F. Sims | 1 | 0 | 25 | 21 | | |
| 2667 | Columbus | do | L. M. Roberts | 1 | 2 | 20 | 35 | 5 | 9 |
| 2668 | Darlington | do | George E. Cabanis | 1 | 2 | 12 | 18 | 2 | 1 |
| 2669 | Delaware | do | J. H. Hutchison | 1 | 1 | 10 | 22 | | |
| 2670 | Depere | do | F. W. Buchholz | 1 | 1 | 27 | 23 | | |
| 2671 | Dodgeville | do | L. L. Clark | 1 | 2 | 53 | 80 | | |
| 2672 | Durand | do | J. W. Nesbit | 1 | 1 | 12 | 15 | | |
| 2673 | East Troy | do | A. H. Fletcher | 2 | 1 | 14 | 15 | | |
| 2674 | Edgerton | do | F. M. Jack | 1 | 1 | 17 | 28 | 0 | 4 |
| 2675 | Elkhorn | do | J. T. Edwards | 1 | | 57 | 65 | 6 | 11 |
| 2676 | Elroy | do | J. R. Slouaker | 1 | 1 | 6 | 10 | 2 | 3 |
| 2677 | Fennimore | do | F. L. Churchill | 1 | 0 | 5 | 3 | | |
| 2678 | Florence | do | Frank W. Barker | 1 | 1 | 8 | 5 | 1 | 0 |
| 2679 | Fond du Lac | do | I. N. Mitchell | 3 | 3 | 59 | 96 | 0 | 3 |
| 2680 | Fort Atkinson | do | D. D. Mayne | 1 | 2 | 46 | 59 | 19 | 18 |
| 2681 | Fort Howard | do | Otis R. Larsen | 1 | 1 | 5 | 11 | | |
| 2682 | Fox Lake | do | W. N. Parker | 1 | 0 | 20 | 8 | | |
| 2683 | Friendship | do | John Purves | 0 | 1 | 2 | 6 | | |
| 2684 | Glenbeulah | do | A. J. Strassburger | 1 | 0 | 5 | 7 | | |
| 2685 | Grand Rapids | Howe High School | William H. Luehr | 1 | 1 | 19 | 11 | | |
| 2686 | Green Bay | High School | John A. Hancock | 1 | 1 | 12 | 27 | | |
| 2687 | Hartford | South Side High School. | P. T. Nelson | 1 | 0 | 3 | 5 | | |
| 2688 | Hazel Green | High School | H. B. Lathe | 1 | 0 | 10 | 10 | | |
| 2689 | Highland | do | Charles Johnson | 1 | 0 | 10 | 15 | 3 | 1 |
| 2690 | Hudson | do | Albert E. Schaub | 1 | 1 | 30 | 30 | | |
| 2691 | Janesville | do | Frank W. Cooley | 1 | 4 | 62 | 93 | | |
| 2692 | Jefferson | do | J. G. Adams | 1 | 1 | 9 | 7 | | |
| 2693 | Kewaunee | do | Michael McMahon | 1 | 1 | 27 | 26 | | |
| 2694 | Kiel | do | A. W. Dassler | 1 | 1 | 7 | 14 | | |
| 2695 | Lacrosse | do | Albert Handy | 3 | 5 | 85 | 126 | | |
| 2696 | Lake Geneva | do | J. H. Gould | 1 | 3 | 15 | 15 | | |
| 2697 | Lake Mills | do | H. L. Terry | 1 | 2 | 14 | 12 | | |
| 2698 | Lancaster | do | Clyder R. Showalter. | 1 | 2 | 25 | 20 | | |
| 2699 | Linden | do | Thomas Julian Jones. | 0 | 1 | 2 | 7 | | |
| 2700 | Lodi | do | O. J. Schuster | 1 | 0 | 9 | 14 | | |
| 2701 | Madison | do | Elias J. MacEwan | 3 | 11 | 126 | 198 | 48 | 75 |
| 2702 | Manawa | Little Wolf High School. | A. M. McKinley | 1 | 0 | 2 | 6 | | |
| 2703 | Maintown | North Side High School. | Charles Friedel | 1 | 2 | 21 | 52 | | |
| 2704 | Marshall | Medina High School | Willard A. Hodge | 1 | 1 | 12 | 9 | | |
| 2705 | Mansfield | High School | F. E. Hawlin | 1 | 1 | 9 | 10 | | |
| 2706 | Mauston | do | W. L. Morrison | 1 | 0 | 8 | 12 | | |
| 2707 | Mayville | do | L. S. Kelley | 1 | 1 | 14 | 16 | | |
| 2708 | Mazomanie | do | R. F. Skiff | 1 | 2 | 10 | 20 | | |
| 2709 | Menasha | do | H. J. Evans | 1 | 1 | 12 | 21 | | |
| 2710 | Menomonie | High School (dept.) | R. B. Dudgeon | 2 | 0 | 20 | 21 | | |
| 2711 | Merrill | High School | H. J. Howell | 1 | 1 | 15 | 20 | | |
| 2712 | Merrillan | do | T. H. Lage | 1 | 0 | 2 | 6 | | |
| 2713 | Middleton | do | Gottlieb Wehrle | 1 | 0 | 15 | 16 | 0 | 2 |
| 2714 | Milwaukee | do | Geo. W. Peckham | 9 | 9 | 272 | 345 | | |
| 2715 | Mineral Point | do | A. R. Jolley | 1 | 10 | 20 | 33 | | |
| 2716 | Monroe | do | J. A. Mitchell | 2 | 1 | 38 | 58 | 5 | 10 |
| 2717 | Montello | do | F. W. Meisnest | 1 | 0 | 15 | 8 | | |

public high schools—Continued.

[illegible]

TABLE 6.—Statistics of

| | State and post-office. | Name of institution. | Name of principal. | Number of instructors, "secondary." | | Number of students in secondary grade. | | Number preparing for college classical course. | |
|-----------------------------|------------------------|-------------------------|---------------------|-------------------------------------|---------|--|---------|--|---------|
| | | | | Male. | Female. | Male. | Female. | Male. | Female. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| WISCONSIN—continued. | | | | | | | | | |
| 2718 | Montfort | High School | J. W. Quick | 1 | 0 | 21 | 19 | --- | --- |
| 2719 | Mount Hope | do | F. F. Grindell | 1 | 2 | 23 | 40 | --- | --- |
| 2720 | Muscoda | do | Lyman H. Allen | 1 | 1 | 26 | 20 | --- | --- |
| 2721 | Necedah | do | Wm. F. Sell | 1 | 1 | 20 | 36 | --- | --- |
| 2722 | Neenah | do | C. W. Calbeen | 1 | 2 | 31 | 45 | 2 | 4 |
| 2723 | Neillsville | do | E. B. Oakley | 1 | 2 | 30 | 62 | --- | --- |
| 2724 | New Lisbon | do | Ben C. Parkinson | 1 | 1 | 24 | 26 | 2 | 3 |
| 2725 | New London | do | H. A. Weld | 0 | 2 | 13 | 47 | --- | --- |
| 2726 | New Richmond | do | W. H. Williams | 1 | 0 | 31 | 20 | --- | --- |
| 2727 | Oak Creek | do | John E. Roets | 1 | 0 | 15 | 39 | --- | --- |
| 2728 | Oconto | do | O. A. Bridgen | 2 | 0 | 5 | 30 | --- | --- |
| 2729 | Omro | do | Frank T. Tucker | 1 | 1 | 45 | 50 | 5 | 8 |
| 2730 | Oregon | do | Arthur H. Sholtz | 1 | 1 | 30 | 24 | --- | --- |
| 2731 | Oshkosh | do | Rufus H. Halsey | 1 | 5 | 57 | 82 | 3 | 3 |
| 2732 | Pepin | do | D. E. Cameron | 1 | 0 | 17 | 14 | --- | --- |
| 2733 | Pewaukee | do | Edward W. Pryor | 1 | 0 | 10 | 24 | 1 | 1 |
| 2734 | Plymouth | do | Otto Gaffron | 1 | 1 | 12 | 8 | --- | --- |
| 2735 | Port Washington. | do | B. H. Meyer | 1 | 0 | 6 | 11 | --- | --- |
| 2736 | Potosi | do | F. K. Shuttleworth | 1 | 1 | 32 | 36 | --- | --- |
| 2737 | Poynette | do | James Melville | 1 | 1 | 12 | 10 | --- | --- |
| 2738 | Prairie du Sac | do | John Jones | 1 | 1 | 14 | 34 | --- | --- |
| 2739 | Prescott | do | Jas. Goldsworthy | 1 | 1 | 22 | 36 | --- | --- |
| 2740 | Racine | do | A. J. Volland | 2 | 2 | 56 | 76 | --- | --- |
| 2741 | Reedsburg | do | Allen B. West | 1 | 1 | 28 | 35 | --- | --- |
| 2742 | Richland Center | do | Theodore H. Harney. | 1 | 2 | 51 | 93 | --- | --- |
| 2743 | Ripon | do | M. H. McMahon | 1 | 1 | 26 | 29 | 4 | 4 |
| 2744 | Sauk City | do | John S. Roesler | 1 | 1 | 30 | 28 | --- | --- |
| 2745 | Seymore | do | Ira D. Travis | 1 | 0 | 12 | 12 | --- | --- |
| 2746 | Sharon | do | J. G. Skeels | 1 | 1 | 10 | 27 | --- | --- |
| 2747 | Shawano | do | W. H. Hickok | 1 | 0 | 15 | 22 | 1 | 2 |
| 2748 | Sheboygan Falls | do | A. W. Weber | 2 | 0 | 21 | 25 | 3 | 3 |
| 2749 | Sheboygan | do | J. E. Riordam | 2 | 1 | 22 | 34 | --- | --- |
| 2750 | Sparta | do | J. W. Livingston | 1 | 3 | 64 | 87 | 2 | 6 |
| 2751 | Spring Green | do | W. A. Cundy | 1 | 1 | 29 | 39 | --- | --- |
| 2752 | Stevens Point | do | Henry A. Simonds | 1 | 3 | 53 | 73 | --- | --- |
| 2753 | Stoughton | do | Alex. Carstvet. | 1 | 2 | 26 | 36 | --- | --- |
| 2754 | Sturgeon Bay | do | Wm. O. Brown | 1 | 1 | 10 | 11 | --- | --- |
| 2755 | Sun Prairie | do | Ira Maynard Buell | 0 | 2 | 14 | 26 | --- | --- |
| 2756 | Tomah | do | G. W. Reigle | 1 | 1 | 24 | 32 | 7 | 8 |
| 2757 | Two Rivers | do | C. O. Marsh | 1 | 1 | 26 | 15 | --- | --- |
| 2758 | Viroqua | do | J. H. Martin | 1 | 2 | 45 | 65 | 3 | 1 |
| 2759 | Waterloo | do | W. J. Hoskins | 2 | 1 | 33 | 26 | --- | --- |
| 2760 | Waukesha | do | Geo. H. Reed | 1 | 2 | 22 | 35 | --- | --- |
| 2761 | Waupun | North Ward High School. | H. C. Curtis | 1 | 1 | 15 | 34 | --- | --- |
| 2762 | Wausau | High School | J. A. Eakin | 1 | 0 | 23 | 51 | --- | --- |
| 2763 | Wauwatosa | do | A. W. Smith | 1 | 2 | 30 | 40 | --- | --- |
| 2764 | West Bend | do | D. T. Keeley | 1 | 1 | 27 | 33 | --- | --- |
| 2765 | West De Pere | do | Charles Mains | 1 | 1 | 15 | 28 | 9 | 10 |
| 2766 | Westfield | do | Myron E. Baker | 1 | 0 | 11 | 23 | --- | --- |
| 2767 | West Salem | do | A. E. Buckmaster | 0 | 2 | 16 | 22 | 2 | 1 |
| 2768 | Weyauwega | do | E. E. Sheldon | 1 | 1 | 16 | 30 | --- | --- |
| 2769 | Whitewater | do | C. H. Sylvester | 1 | 3 | 33 | 53 | --- | --- |
| WYOMING. | | | | | | | | | |
| 2770 | Cheyenne | High School | Cora M. McDonald | 1 | 3 | 39 | 54 | --- | --- |
| 2771 | Rawlins | do | J. R. Rollman | 1 | 0 | 2 | 5 | --- | --- |

public high schools—Continued.

[illegible]

TABLE 7.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS—
PART I.

| Post-office. | Name of school. | Principal. | Religious denomination. | Secondary instruct-ors. | | Students. | | | | | | Total number of grad-uates, 1891. | Total number of pupils in elementary grade. |
|--------------|---------------------|--------------------------------|-------------------------|-------------------------|---------|------------------------|---------|-------|---------|----|----|-----------------------------------|---|
| | | | | Secondary. | | Preparing for college. | | | | | | | |
| | | | | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| ALABAMA. | | | | | | | | | | | | | |
| 1 | Anniston | Noble Institute | P. E. | 0 | 5 | 0 | 100 | | | | | 1 | 65 |
| 2 | Ashland | High School | Nonsect. | 2 | 3 | 65 | 60 | 15 | 10 | 40 | 45 | | 128 |
| 3 | Athens (box 90) | Trinity Normal School | Nonsect. | 0 | 2 | 5 | 9 | 14 | 0 | 0 | 0 | 0 | 185 |
| 4 | Autaugaville | Autaugaville Academy | Nonsect. | 1 | 1 | 13 | 8 | 4 | 3 | 0 | | | 19 |
| 5 | Bellville | Bellville Academy | Nonsect. | 1 | 0 | 2 | 4 | 2 | 0 | | | | 24 |
| 6 | Birmingham | Bellevue Academy | Nonsect. | 2 | 0 | 50 | 45 | | | | | | 38 |
| 7 | do | Oakland Academy | Nonsect. | 1 | 0 | 12 | 10 | 4 | 5 | 2 | 0 | 0 | 20 |
| 8 | do | South Highlands Academy | Nonsect. | 2 | 0 | 25 | 0 | 20 | 0 | 5 | 0 | 3 | 18 |
| 9 | Buena Vista | High School | Baptist | 1 | 1 | 30 | 25 | 13 | 15 | 6 | 8 | | 22 |
| 10 | Castleberry | do | Nonsect. | 1 | 1 | 12 | 19 | 0 | 2 | 0 | 0 | 0 | 40 |
| 11 | Cedar Bluff | Cedar Bluff Institute | Nonsect. | 1 | 1 | 4 | | 0 | 0 | 0 | 0 | 0 | 102 |
| 12 | Centerville | Male and Female College | Nonsect. | 1 | 2 | 31 | 32 | | | | | | 25 |
| 13 | Demopolis | Marango Institute | Nonsect. | 2 | 0 | 25 | 40 | | | | | 11 | 41 |
| 14 | do | Marango Military Academy | Nonsect. | 2 | 0 | 25 | 40 | | | | | | 30 |
| 15 | Elkmont | High School | Nonsect. | 1 | 1 | 15 | 15 | 10 | 7 | 3 | 2 | | 53 |
| 16 | Fayette Court House | Male and Female Institute | Nonsect. | 0 | 1 | 13 | 13 | 3 | 2 | 1 | 0 | | 46 |
| 17 | Flint | High School | Nonsect. | 1 | 1 | 17 | 21 | | | | | | 56 |
| 18 | Fort Deposit | High Academy | Baptist | 1 | 1 | 15 | 20 | | | | | | 35 |
| 19 | Gaylesville | High School | Nonsect. | 2 | 0 | 28 | 12 | | | | | 0 | 147 |
| 20 | Greensboro | Female College | Nonsect. | 1 | 2 | 0 | 50 | | | | | 5 | 44 |
| 21 | Greenville | South Alabama Female Institute | Baptist | 1 | 2 | 0 | 55 | | | | | 8 | 67 |
| 22 | Harpersville | Elm Hill Academy | Baptist | 1 | 1 | 14 | 16 | | | | | | |
| 23 | Healing Springs | Preparatory School | Baptist | 1 | 1 | 8 | 20 | 0 | 0 | 0 | 0 | 0 | 17 |
| 24 | Hillsboro | Howard Institute | Nonsect. | 0 | 1 | 10 | 10 | 8 | 2 | 0 | 0 | 0 | 21 |
| 25 | Hein | Male and Female Institute | Nonsect. | 1 | 0 | 3 | 5 | 0 | 2 | | | | 50 |
| 26 | Jasper | Male and Female Academy | Nonsect. | 1 | 2 | 50 | 40 | | | | | | 60 |
| 27 | Leighton | Male and Female Academy | Nonsect. | 1 | 1 | 20 | 30 | 10 | 15 | 0 | 0 | 4 | 20 |
| 28 | Lineville | Lineville College | Nonsect. | 2 | 0 | 25 | 10 | | | | | | 173 |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART I—Continued.

| Post-office. | Name of school. | Principal. | Religious denomination. | Students. | | | | | | | | Total number of graduates, 1891. | Total number of pupils in elementary grade. |
|-------------------|--|--|-------------------------|------------------------|---------|------------------------|---------|--------------------|---------|----|----|----------------------------------|---|
| | | | | Secondary instructors. | | Preparing for college. | | | | | | | |
| | | | | Secondary. | | Classical course. | | Scientific course. | | | | | |
| | | | | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| CALIFORNIA. | | | | | | | | | | | | | |
| 75 Anaheim | St. Catherine's Academy | Mother Felicitas | R. C. | 1 | 1 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 70 |
| 76 Belmont | Belmont School | W. T. Reid | Nonsect. | 1 | 1 | 41 | 1 | 24 | 0 | 17 | 1 | 11 | 36 |
| 77 Berkeley | Boone's University School | Philips R. Boone | Nonsect. | 3 | 0 | 30 | 0 | 2 | 0 | 20 | 0 | 12 | 0 |
| 78 do | Bowens' Academy | Thomas S. Bowens, M. A. | Nonsect. | 1 | 1 | 23 | 1 | 8 | 1 | 16 | 0 | 8 | 0 |
| 79 do | Miss Head's School | Miss Anna Head | Epis. | 1 | 1 | 12 | 9 | 0 | 1 | 9 | 8 | 2 | 33 |
| 80 do | St. Joseph's Academy | William G. Dixon | R. C. | 0 | 3 | 16 | 28 | 3 | 3 | 9 | 7 | 0 | 0 |
| 81 Bishop | Inyo Academy | Rev. J. M. Woodman | M. E. | 1 | 1 | 10 | 12 | 4 | 1 | 1 | 2 | 2 | 10 |
| 82 Chico | Chico Academy | Rev. J. M. Woodman | Nonsect. | 1 | 1 | 7 | 7 | 0 | 1 | 1 | 0 | 1 | 31 |
| 83 Claremont | Pomona College and Preparatory School. | Prof. Edwin C. Norton | Cong. | 3 | 1 | 35 | 22 | 15 | 6 | 5 | 0 | 17 | 25 |
| 84 Eureka | Academy and Business College | Nell S. Phelps | Nonsect. | 1 | 2 | 15 | 20 | 0 | 0 | 8 | 4 | 1 | 45 |
| 85 Glendale | St. Hilda's School | Rev. John D. Easter, D. D., P. H. D. | P. E. | 1 | 1 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 13 |
| 86 Healdsburg | Healdsburg College | William C. Grainger | 7-Day Ad. | 6 | 0 | 49 | 33 | 22 | 3 | 3 | 0 | 0 | 63 |
| 87 Lakeport | Lakeport Academy | John Overholser | Nonsect. | 1 | 2 | 30 | 35 | 22 | 3 | 8 | 0 | 0 | 0 |
| 88 Livermore | Livermore Academy | J. D. Smith | Nonsect. | 1 | 0 | 10 | 9 | 0 | 0 | 1 | 4 | 21 | 0 |
| 89 Marysville | College of Notre Dame | Sister Marie Alénie | R. C. | 0 | 2 | 0 | 12 | 0 | 0 | 0 | 12 | 4 | 112 |
| 90 Merced | Merced Academy | Rev. Albert McCalla, P. H. D. | Nonsect. | 2 | 1 | 17 | 15 | 0 | 0 | 5 | 2 | 0 | 21 |
| 91 Napa | Oak Mount School | F. O. Mower | Nonsect. | 2 | 1 | 30 | 0 | 0 | 0 | 12 | 0 | 4 | 42 |
| 92 North Temescal | St. Lawrence School | Sister M. Ida | Nonsect. | 0 | 1 | 0 | 5 | 0 | 0 | 0 | 1 | 0 | 118 |
| 93 Oakland | Miss Bisbee's School | Miss S. B. Bisbee | R. C. | 0 | 2 | 0 | 20 | 0 | 0 | 0 | 0 | 10 | 78 |
| 94 do | Convent of Our Lady of the Sacred Heart. | Mother Elizabeth, superior provincial. | Nonsect. | 0 | 3 | 0 | 35 | 0 | 0 | 0 | 0 | 0 | 0 |
| 95 do | Field Seminary | Mrs. W. B. Hyde | Nonsect. | 1 | 4 | 0 | 80 | 0 | 0 | 0 | 6 | 2 | 40 |
| 96 do | Hopkins Academy | W. W. Anderson | Cong. | 4 | 0 | 50 | 0 | 4 | 0 | 0 | 0 | 0 | 12 |
| 97 do | Miss Horton's School | Miss W. Sarah Horton | Nonsect. | 1 | 2 | 12 | 20 | 0 | 0 | 0 | 0 | 0 | 40 |
| 98 do | St. Francis de Sales School | Sister M. Celestine | R. C. | 1 | 2 | 0 | 12 | 0 | 40 | 0 | 0 | 1 | 80 |
| 99 do | Snell Seminary | Miss Mary E. Snell | R. C. | 3 | 7 | 0 | 108 | 0 | 0 | 0 | 4 | 0 | 6 |
| 100 Petaluma | St. Vincent's Academy | Sister Mary Gonzaga | R. C. | 0 | 1 | 0 | 4 | 0 | 0 | 0 | 0 | 1 | 104 |
| 101 Red Bluff | Academy of Our Lady of Mercy | Sister Mary Frances | R. C. | 1 | 2 | 0 | 25 | 0 | 0 | 0 | 0 | 0 | 45 |

| | | | | | | | | | | | | | | |
|--------------|-------------------------------|-------------------------------------|---|-----------|---|----|-----|-----|----|----|----|---|----|-----|
| 102 | Redlands | Bellevue Academy | Horace A. Brown, LL. B. | Nonsect. | 0 | 1 | 25 | 17 | 9 | 2 | 4 | 0 | 2 | 12 |
| 103 | Sacramento | Sacramento Institute | D. B. Sturges | R. C. | 4 | 0 | 42 | 11 | 8 | | 4 | 0 | | 253 |
| 104 | San Bernardino | Academy and Business College | Sister Carmon Dive | Nonsect. | 2 | 1 | 20 | 11 | 3 | | | | 3 | 71 |
| 105 | do | St. Catherine's Convent | Sisters of St. Joseph | R. C. | 0 | 6 | 0 | 20 | 0 | 10 | 0 | 0 | | 115 |
| 106 | San Diego | Academy of Our Lady of Peace | Rev. Edwards B. Church, A. M. | P. E. | 3 | 4 | 0 | 80 | | | | | 1 | 180 |
| 107 | San Francisco | Irving Institute | Miss Mary Lake | R. C. | 2 | 2 | 4 | 88 | | | | | 16 | 47 |
| 108 | do | Miss Lake's School (girls) | W. W. Gascoque | Nonsect. | 2 | 12 | 0 | 130 | 0 | 0 | 0 | 0 | 12 | 55 |
| 109 | do | Oxford House (boys) | Sister Mary Josephine | Nonsect. | 0 | 2 | 0 | 17 | 0 | 2 | 0 | 0 | | 43 |
| 110 | do | Presentation Convent | Rev. Brother George Albert | R. C. | 7 | 0 | 150 | 0 | 80 | 0 | | | 5 | 433 |
| 111 | do | Sacred Heart College | Brother George Albert | R. C. | 1 | 0 | 9 | 0 | 0 | 0 | | | 3 | 250 |
| 112 | do | St. Joseph's School | Rev. E. B. Spalding, L. H. D. | Epis | 4 | 0 | 33 | 0 | 0 | 0 | 0 | 0 | 7 | 36 |
| 113 | do | Trinity School | Nathan W. Moore | Nonsect. | 4 | 0 | 48 | 0 | 30 | 0 | 5 | 0 | 3 | 35 |
| 114 | do | Urban School | S. H. Willey | Nonsect. | 0 | 2 | 0 | 45 | | | | | | 15 |
| 115 | San Francisco (1222 Pine St.) | Van Ness Young Ladies Seminary | Miss Mary B. West | Nonsect. | 2 | 2 | 0 | 50 | 0 | 3 | 0 | 0 | | 135 |
| 116 | San Francisco | Miss West's School (girls) | Rev. B. Calzia, S. J. | R. C. | 4 | 0 | 30 | 0 | 30 | 0 | | | 0 | 0 |
| 117 | San Jose | St. Joseph's College (boys) | Sister M. Aquin | R. C. | 0 | 2 | 0 | 25 | | | | | | 151 |
| 118 | San Leandro | St. Mary's Academy | Mother Mencia | R. C. | 1 | 1 | 10 | 15 | 0 | 0 | | | 0 | 40 |
| 119 | San Luis Obispo | Academy of Immaculate Heart of Mary | Rev. Alfred Lee Brewer, M. A. | P. E. | 3 | 0 | 30 | 0 | | | | | 4 | 86 |
| 120 | San Mateo | St. Matthew's Hall | Sister Marie | R. C. | 0 | 2 | 0 | 15 | | | | | | 180 |
| 121 | Santa Clara | Academy of Our Lady of Angels | P. Ploda | R. C. | 0 | 1 | 0 | 11 | | | | | 3 | 148 |
| 122 | Santa Cruz | School of the Holy Cross | Miss Martha E. Chase | Nonsect. | 1 | 1 | 0 | 9 | 0 | 0 | 0 | 0 | | 21 |
| 123 | do | Young Ladies Seminary | Sister Agatha | Presb | 0 | 2 | 0 | 30 | | | | | | 21 |
| 124 | Santa Rosa | Santa Rosa Seminary | Sisters of Mercy | R. C. | 0 | 3 | 0 | 18 | | | | | 3 | 8 |
| 125 | do | Ursuline Academy | Sisters of Mercy | R. C. | 1 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 9 |
| 126 | Ukiah | Sacred Heart Convent of Mercy | John M. Chase | Cong | 1 | 0 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| 127 | Vacaville | Vacaville Academy | Sister Mary Agnes Cahill | Nonsect. | 0 | 2 | 0 | 30 | 0 | 3 | 0 | 2 | 2 | 8 |
| 128 | Vallejo | The Irma | Sister F. Xavier | R. C. | 0 | 2 | 0 | 16 | | | | | | 165 |
| 129 | do | St. Vincent's Convent School | | R. C. | 0 | 2 | 0 | 25 | 0 | 25 | 0 | 0 | 0 | 380 |
| 130 | West Oakland | St. Joseph's Institute | | R. C. | 0 | 2 | 0 | | | | | | | |
| COLORADO. | | | | | | | | | | | | | | |
| 131 | Canyon City | Mount St. Scholastica's Academy | Sister Mary Rose | R. C. | 0 | 2 | 0 | 20 | 0 | 20 | | | 0 | 16 |
| 132 | Colorado Springs | Cutler Academy | Wm. F. Slocum | Nonsect. | 9 | 1 | 56 | 28 | 56 | 28 | 0 | 0 | | 0 |
| 133 | do | College of the Sacred Heart | S. Personé S. J. | R. C. | 9 | 0 | 80 | 0 | 0 | 0 | 0 | 0 | | 20 |
| 134 | Denver | Jared Hall Military Academy | Rev. W. C. Bradshaw | Epis | 4 | 0 | 44 | 0 | 20 | 0 | 20 | 0 | 7 | 70 |
| 135 | do | Sacred Heart School | Rev. John B. Guida, S. J. | Epis | 0 | 2 | 0 | 25 | | | | | | 360 |
| 136 | do | Wolfe Hall | Miss Frances M. Buchanan | Epis | 0 | 6 | 0 | 75 | 0 | 2 | | | | 0 |
| 137 | Longmont | Longmont Academy | Rev. Geo. T. Crisman, D. D. | Presb | 2 | 1 | 17 | 20 | 3 | 1 | 4 | 0 | | 0 |
| 138 | Pueblo | Collegiate Institute | Nels B. Henry | M. E. So. | 1 | 1 | 15 | 10 | | | | | | 20 |
| 139 | Salida | Presbyterian Academy | W. S. Steele | Presb | 1 | 1 | 10 | 12 | | | 0 | 0 | | 56 |
| 140 | Trinidad | Thilouson Academy | Henry E. Gordon | Cong | 0 | 1 | 15 | 30 | 3 | 4 | 5 | 0 | 0 | 12 |
| CONNECTICUT. | | | | | | | | | | | | | | |
| 141 | Baltic | Academy of Holy Family | Sister Mary Carline | R. C. | 0 | 2 | 0 | 30 | | | | | 2 | |
| 142 | Black Hall | Black Hall School | Charles G. Bartlett | Epis | 1 | 0 | 15 | 0 | 5 | 0 | 6 | 0 | 3 | 3 |
| 143 | Bridgeport | Hillside Seminary | Miss Annie J. Stone and Mrs. M. S. Hopson | | 0 | 2 | 0 | 24 | 0 | 1 | | | | 46 |
| 144 | do | Park Avenue Institute | Seth B. Jones | Nonsect. | 2 | 0 | 25 | 0 | 6 | 0 | 19 | 0 | 6 | 35 |

| | | | | | | | | | | | | | | |
|-----------------------|---------------------------------------|--|---|-------------------|----|---|-----|-----|-------|-------|-------|-------|-------|-------|
| 169 | Norwich..... | Norwich Free Academy | Robert P. Keep, Ph. D. | Nonsect..... | 5 | 5 | 115 | 125 | 40 | 15 | 8 | 0 | 5 | 7 |
| 170 | Stamford..... | McLean Seminary..... | J. B. McLean..... | Nonsect..... | 2 | 4 | 12 | 46 | ----- | ----- | ----- | ----- | 5 | 5 |
| 171 | Stamford..... | School for Boys..... | Hiram A. King..... | Nonsect..... | 5 | 0 | 60 | 50 | ----- | ----- | ----- | ----- | 11 | 30 |
| 172 | Suffield..... | Connecticut Literary Institute..... | Rev. Walter Scott, A. M. | Baptist..... | 7 | 5 | 70 | 0 | ----- | ----- | ----- | ----- | 16 | ----- |
| 173 | Washington..... | The Gunnery..... | John C. Grimsnade..... | Nonsect..... | 2 | 4 | 42 | 14 | ----- | ----- | ----- | ----- | ----- | ----- |
| 174 | Westport..... | Staples High School..... | Henry S. Pratt..... | Nonsect..... | 1 | 2 | 12 | 23 | 0 | 0 | 1 | 0 | 4 | 63 |
| 175 | Wilton..... | Wilton Academy..... | Edward Olmstead..... | Nonsect..... | 1 | 0 | 12 | 5 | 3 | 3 | 1 | 1 | ----- | ----- |
| 176 | do..... | Wilton Boarding Academy..... | Augustus Whitlock..... | Nonsect..... | 1 | 0 | 28 | 0 | ----- | ----- | ----- | ----- | ----- | 12 |
| 177 | do..... | The Wilton Boarding School..... | C. W. Whitlock..... | Nonsect..... | 1 | 0 | 25 | 0 | 5 | 0 | 1 | 0 | 2 | 15 |
| 178 | Windsor..... | Young Ladies Institute..... | Miss J. S. Williams..... | Nonsect..... | 0 | 3 | 0 | 25 | 2 | 0 | ----- | ----- | 7 | 27 |
| 179 | Woodbury..... | Parlier Academy..... | Edward H. Grout..... | Nonsect..... | 1 | 1 | 4 | 8 | 2 | 3 | 1 | 0 | ----- | ----- |
| 180 | Woodstock..... | Woodstock Academy..... | E. R. Hall..... | Nonsect..... | 1 | 1 | 29 | 10 | 1 | 1 | 1 | 0 | 0 | 0 |
| DISTRICT OF COLUMBIA. | | | | | | | | | | | | | | |
| 181 | Georgetown..... | Linthicum Institute..... | Edwin B. Hay..... | Nonsect..... | 5 | 0 | 80 | 0 | ----- | ----- | ----- | ----- | ----- | ----- |
| 182 | Washington..... | Academy of the Visitation..... | Sisters of the Visitation..... | R. C..... | 0 | 3 | 0 | 75 | ----- | ----- | ----- | ----- | ----- | ----- |
| 183 | Washington (621 Seventh st. N.W.). | Arlington Academy..... | Burton Macafee, A. M., M. D. | Nonsect..... | 3 | 0 | 20 | 0 | 7 | 0 | ----- | ----- | ----- | 0 |
| 184 | Washington (1335 H st. N.W.). | The Columbian College Preparatory School..... | A. P. Montague, Ph. D. | Nonsect..... | 10 | 0 | 95 | 0 | 60 | 0 | 20 | 0 | 28 | 0 |
| 185 | Washington..... | Emerson Institute..... | Chas. B. Young..... | Nonsect..... | 5 | 0 | 75 | 0 | 25 | 0 | 15 | 0 | 13 | 25 |
| 186 | Washington..... | Gonzaga College..... | Cornelius Gillespie, S. J. | R. C..... | 4 | 0 | 100 | 6 | ----- | ----- | ----- | ----- | ----- | 125 |
| 187 | Washington (1312 Massachusetts ave.). | Holy Cross Academy..... | Sisters of the Holy Cross..... | R. C..... | 0 | 4 | 0 | 100 | 0 | 0 | ----- | ----- | 0 | 75 |
| 188 | Washington..... | Hunt's Preparatory School..... | J. W. Hunt..... | Nonsect..... | 1 | 0 | 9 | 0 | 2 | 0 | 2 | 0 | 0 | 3 |
| 189 | Washington..... | Norwood Institute..... | Mr. and Mrs. Wm. D. Cabell..... | Nonsect..... | 4 | 8 | 75 | 0 | 0 | 0 | 0 | 2 | ----- | 25 |
| 190 | Washington..... | St. Cecelia's Academy..... | Sister M. Aquina..... | R. C..... | 0 | 2 | 0 | 18 | ----- | ----- | ----- | ----- | ----- | 117 |
| 191 | Washington..... | St. John's College..... | Rev. Bro. Fabrician..... | R. C..... | 6 | 0 | 62 | 0 | ----- | ----- | ----- | ----- | ----- | 90 |
| DELAWARE. | | | | | | | | | | | | | | |
| 192 | Dover..... | Wilmington Conference Academy..... | W. L. Gooding..... | Meth..... | 5 | 2 | 50 | 40 | 5 | 0 | 5 | 0 | 9 | 18 |
| 193 | Milford..... | Classical Academy..... | W. S. Stevens..... | Nonsect..... | 1 | 2 | 17 | 18 | 5 | 4 | ----- | ----- | 0 | 19 |
| 194 | Newark..... | Newark Academy and Delaware Normal School..... | Levin I. Handy..... | Nonsect..... | 1 | 3 | 25 | 22 | ----- | ----- | ----- | ----- | 6 | 40 |
| 195 | Wilmington..... | The Academy of the Visitation..... | Mother M. Baptista Mack..... | R. C..... | 0 | 2 | 0 | 40 | 4 | 1 | 1 | 0 | 5 | 211 |
| 196 | Wilmington (Fourth and West sts.). | Friend's School..... | Isaac T. Johnson..... | Friends..... | 3 | 2 | 40 | 45 | ----- | ----- | ----- | ----- | ----- | ----- |
| FLORIDA. | | | | | | | | | | | | | | |
| 197 | Crystal River..... | Normal Park..... | Mrs. L. A. Bennett..... | Nonsect..... | 0 | 1 | 7 | 5 | ----- | ----- | ----- | ----- | ----- | ----- |
| 198 | Gainesville..... | Boarding and Day School..... | Miss Tebeau..... | Epis..... | 0 | 2 | 0 | 25 | ----- | ----- | ----- | ----- | 4 | 60 |
| 199 | Jacksonville..... | Cookman Institute..... | Rev. Samuel B. Darnell, B. D. | Method. Epis..... | 1 | 3 | 19 | 17 | ----- | ----- | ----- | ----- | ----- | ----- |
| 200 | Jasper..... | Normal Institute..... | J. M. Grullmans..... | Nonsect..... | 1 | 1 | 10 | 8 | 10 | 5 | 3 | 0 | ----- | 95 |
| 201 | Key West..... | Convent of Mary Immaculate..... | Sr. M. Delphine, superior- tent..... | R. C..... | 0 | 2 | 0 | 42 | 0 | 0 | 0 | 0 | 2 | 310 |
| 202 | Lake City..... | Lake City Institute..... | W. H. Woodall..... | Baptist..... | 1 | 2 | 0 | 35 | ----- | ----- | ----- | ----- | 4 | 75 |
| 203 | Live Oak..... | Florida Institute..... | Rev. H. B. Lawrence..... | Baptist..... | 1 | 1 | 4 | 3 | 0 | 0 | 4 | 3 | ----- | 98 |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART I—Continued.

| | Post-office. | Name of school. | Principal. | Religious denomination. | Secondary instruct-ors. | | Students. | | | | Total number of grad-uates, 1891. | Total number of pupils in elementary grade. | | |
|--------------------|-------------------------|--|---|-------------------------|-------------------------|---------|------------|---------|------------------------|---------|-----------------------------------|---|--------------------|-----|
| | | | | | Male. | Female. | Secondary. | | Preparing for college. | | | | Scientific course. | |
| | | | | | | | Male. | Female. | Classical course. | | | | | |
| | | | | | | | | | Male. | Female. | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| FLORIDA—continued. | | | | | | | | | | | | | | |
| 204 | Orlando..... | Abbott School..... | Mrs. C. A. Abbott..... | Nonsect..... | 0 | 1 | 5 | 5 | 4 | 0 | 0 | 6 | --- | 30 |
| 205 | St. Leo..... | St. Leo's College..... | Rev. F. Charles, O. S. B..... | R. C..... | 0 | 0 | 15 | 0 | --- | --- | --- | --- | --- | 16 |
| 206 | San Antonio..... | Holy Name Academy..... | Rev. Mother Dolorosa, O. S. B..... | R. C..... | 0 | 3 | 2 | 16 | 1 | 0 | --- | --- | 0 | 26 |
| 207 | Tampa..... | Convent of the Holy Names of Jesus and Mary..... | Mother Theophila, super-intendent. | R. C..... | 1 | 2 | 4 | 32 | --- | --- | --- | --- | --- | 98 |
| GEORGIA. | | | | | | | | | | | | | | |
| 208 | Albany..... | Albany Academy..... | Z. I. Fitzpatrick..... | Nonsect..... | 1 | 0 | 16 | 15 | --- | --- | --- | --- | --- | 223 |
| 209 | Athens..... | Home School for Young Ladies..... | Miss C. Sosnowski..... | Nonsect..... | 0 | 2 | 0 | 35 | --- | --- | --- | --- | 1 | 25 |
| 210 | Atlanta..... | Baptist Seminary..... | George Sale..... | Baptist..... | 2 | 0 | 30 | 0 | 10 | 0 | --- | --- | 6 | 85 |
| 211 | do..... | Gordon School..... | De Witt C. Ingle..... | Nonsect..... | 7 | 0 | 70 | 0 | 6 | 0 | 12 | 0 | 0 | 30 |
| 212 | do..... | Spelman Seminary..... | Misses S. B. Packard and H. E. Giles..... | Baptist..... | 0 | 12 | 0 | 102 | --- | --- | --- | --- | 15 | 740 |
| 213 | do..... | Washington Seminary..... | Mrs. Baylor Stewart..... | Nonsect..... | 1 | 5 | 0 | 160 | --- | --- | --- | --- | --- | 30 |
| 214 | Atlanta (West End)..... | West End Academy..... | E. C. Merry..... | Nonsect..... | 1 | 1 | 16 | 15 | 10 | 8 | 4 | 0 | 10 | 219 |
| 215 | Augusta..... | Academy of Richmond County..... | Col. Withrow..... | Nonsect..... | 3 | 0 | 140 | 0 | --- | --- | --- | --- | 17 | 0 |
| 216 | do..... | St. Mary's Academy..... | Mother Jane Frances..... | R. C..... | 0 | 3 | 0 | 44 | 0 | 0 | 0 | 0 | 8 | 210 |
| 217 | Austell..... | High School..... | N. A. Fessenden..... | Nonsect..... | 0 | 2 | 24 | 18 | 4 | 0 | 0 | 0 | 0 | 97 |
| 218 | Avalon..... | Martin High School..... | John N. Holder..... | Nonsect..... | 1 | 1 | 14 | 5 | 4 | 3 | 2 | 0 | 10 | 63 |
| 219 | Bairdstown..... | Bairdstown Academy..... | P. M. Cheney..... | Nonsect..... | 0 | 1 | 18 | 13 | 3 | 3 | 0 | 0 | 10 | 41 |
| 220 | Barnesville..... | Gordon Institute..... | J. M. Pound..... | Nonsect..... | 3 | 6 | 140 | 150 | --- | --- | --- | --- | 17 | 70 |
| 221 | Blakely..... | Blakely Institute..... | A. W. Lane..... | Nonsect..... | 3 | 0 | 13 | 16 | 5 | 3 | 1 | 0 | 3 | 147 |
| 222 | Cadley..... | Felt's Academy..... | J. B. Carter..... | Nonsect..... | 1 | 0 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 35 |
| 223 | Cartersville..... | West End Institute..... | Mrs. J. W. Harris..... | Nonsect..... | 0 | 4 | 35 | 25 | 2 | 4 | 1 | 4 | 4 | 25 |
| 224 | Cave Spring..... | Female Seminary (Hearn)..... | P. J. King..... | Baptist..... | 1 | 0 | 10 | 10 | 0 | 5 | 0 | 2 | 0 | 15 |
| 225 | Cave Spring..... | Hearn Institute..... | Rev. J. W. Smith..... | Baptist..... | 1 | 1 | 26 | 0 | 1 | 0 | --- | --- | --- | 36 |
| 226 | Cedar Grove..... | St. Mary's Institute..... | John Y. Wood..... | Nonsect..... | 2 | 2 | 40 | 32 | 12 | 7 | 7 | 4 | 43 | 40 |
| 227 | Cedar Hill..... | County Line Academy..... | C. M. Thompson..... | Nonsect..... | 1 | 1 | 8 | 22 | 0 | 0 | 0 | 0 | 0 | 90 |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART I—Continued.

| Post-office. | Name of school. | Principal. | Religious denomination. | Secondary instruct-ors. | | Students. | | | | | | Total number of grad-uates, 1891. | Total number of pupils in elementary grade. |
|--------------------|--------------------|------------------------------------|-------------------------|-------------------------|---|------------|----|------------------------|---------|--------------------|---------|-----------------------------------|---|
| | | | | | | Secondary. | | Preparing for college. | | | | | |
| | | | | | | | | Classical course. | | Scientific course. | | | |
| | | | | | | | | Male. | Female. | Male. | Female. |  |  | Male. | Female. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| GEORGIA—continued. | | | | | | | | | | | | | |
| 279 | Rutledge..... | High School..... | Nonsect..... | 1 | 1 | 37 | 26 | 10 | 12 | 1 | 0 | 0 | 83 |
| 280 | Savannah..... | Oglethorpe Seminary..... | Nonsect..... | 1 | 1 | 0 | 20 | 0 | 0 | 0 | 0 | 0 | 19 |
| 281 |do..... | Savannah Academy..... | Nonsect..... | 2 | 0 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| 282 | Senoria..... | Excelsior High School..... | Baptist..... | 1 | 1 | 16 | 23 | 0 | 3 | 0 | 0 | 0 | 70 |
| 283 | Sharon..... | Secord Heart Seminary..... | R. C..... | 0 | 1 | 16 | 0 | 5 | 0 | 0 | 0 | 0 | 16 |
| 284 | Shellman..... | Shellman Institute..... | Nonsect..... | 1 | 1 | 25 | 30 | 0 | 5 | 0 | 0 | 0 | 51 |
| 285 | Smithville..... | High School..... | Nonsect..... | 2 | 0 | 23 | 25 | 0 | 5 | 0 | 0 | 0 | 44 |
| 286 | Smlyna..... | do..... | Nonsect..... | 1 | 0 | 10 | 15 | 0 | 0 | 0 | 0 | 0 | 102 |
| 287 | Social Circle..... | Social Circle Academy..... | Nonsect..... | 1 | 2 | 24 | 39 | 24 | 32 | 0 | 0 | 40 | 47 |
| 288 | Spring Hill..... | Pastoran District High School..... | Meth..... | 1 | 1 | 10 | 5 | 0 | 6 | 2 | 2 | 0 | 50 |
| 289 | Stellaville..... | Stellaville High School..... | Nonsect..... | 1 | 1 | 27 | 49 | 10 | 14 | 0 | 0 | 0 | 44 |
| 290 | Stilesboro..... | Stilesboro Academy..... | Nonsect..... | 1 | 2 | 15 | 11 | 10 | 14 | 0 | 0 | 0 | 69 |
| 291 | Stockbridge..... | High School..... | Nonsect..... | 0 | 2 | 43 | 65 | 22 | 48 | 13 | 13 | 13 | 46 |
| 292 | Thomasian..... | R. E. Lee Institute..... | Nonsect..... | 2 | 2 | 29 | 32 | 10 | 15 | 20 | 13 | 16 | 136 |
| 293 | Tunnel Hill..... | Tunnel Hill Seminary..... | Nonsect..... | 1 | 1 | 6 | 8 | 1 | 0 | 0 | 0 | 0 | 50 |
| 294 | Union Point..... | Union Point Academy..... | Nonsect..... | 1 | 1 | 5 | 2 | 3 | 2 | 0 | 0 | 0 | 61 |
| 295 | Waco..... | High School..... | Nonsect..... | 1 | 1 | 5 | 2 | 3 | 2 | 0 | 0 | 0 | 53 |
| 296 | Washington..... | St. Joseph's Academy..... | R. C..... | 0 | 2 | 0 | 30 | 0 | 0 | 0 | 30 | 3 | 14 |
| 297 | Whigham..... | Whigham Academy..... | Nonsect..... | 1 | 1 | 15 | 10 | 4 | 6 | 1 | 0 | 0 | 50 |
| 298 | Whitesburg..... | Whitesburg Academy..... | Nonsect..... | 1 | 0 | 5 | 12 | 1 | 0 | 0 | 0 | 0 | 77 |
| 299 | White Plains..... | Dawson Institute..... | Nonsect..... | 1 | 1 | 15 | 20 | 3 | 7 | 0 | 0 | 0 | 85 |
| 300 | Winterville..... | Winterville Academy..... | Nonsect..... | 1 | 1 | 9 | 12 | 6 | 10 | 3 | 2 | 5 | 33 |
| 301 | Zebulon..... | Jeff Davis Institute..... | Nonsect..... | 2 | 3 | 20 | 22 | 3 | 2 | 2 | 1 | 0 | 58 |
| IDAHO. | | | | | | | | | | | | | |
| 302 | Paris..... | Bear Lake Stake Academy..... | L. D. S..... | 2 | 3 | 34 | 21 | 0 | 0 | 0 | 0 | 21 | 61 |
| ILLINOIS. | | | | | | | | | | | | | |
| 303 | Aledo..... | Aledo Academy..... | Nonsect..... | 1 | 1 | 10 | 18 | 2 | 2 | 0 | 0 | 1 | 0 |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART I—Continued.

| Post-office. | Name of school. | Principal. | Religious denomination. | Secondary instruct-ors. | | Secondary. | | | | Students. | | | | Total number of grad-uates, 1891. | Total number of pupils in elementary grade. |
|-------------------|--------------------------|--------------------------|-------------------------|-------------------------|---------|------------------------|---------|--------------------|---------|------------------------|---------|--------------------|-----|-----------------------------------|---|
| | | | | Male. | Female. | Preparing for college. | | Scientific course. | | Preparing for college. | | Scientific course. | | | |
| | | | | | | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | |
| KANSAS—continued. | | | | | | | | | | | | | | | |
| 412 | Gretlet Academy | J. W. Marshall, B. S. | Friends | 1 | 0 | 8 | 3 | 0 | 0 | 1 | 1 | 0 | 46 | | |
| 413 | Hesper Academy | Theodore Reynolds, A. M. | Friends | 1 | 1 | 24 | 11 | 6 | 5 | 8 | 7 | 5 | 20 | | |
| 414 | Hiawatha | J. Edw. Banta, A. M. | Nonsect | 2 | 5 | 54 | 84 | 11 | 6 | 5 | 8 | 18 | 0 | | |
| 415 | Pool's Academy | F. R. Poole | Nonsect | 1 | 1 | 14 | 16 | 6 | 8 | 4 | 7 | 14 | 14 | | |
| 416 | Lincoln | Rev. E. Cameron | Christian | 1 | 1 | 20 | 15 | 4 | 5 | 2 | 6 | 10 | 10 | | |
| 417 | Kansas Christian College | S. Z. Sharp | Ger. Bapt. | 2 | 0 | 11 | 7 | 5 | 2 | 6 | 1 | 3 | 0 | | |
| 418 | McPherson | E. B. Hutchins | Baptist | 2 | 0 | 25 | 4 | 5 | 2 | 6 | 1 | 0 | 0 | | |
| 419 | Morrill | H. H. Townsends | Friends | 3 | 1 | 31 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 420 | North Branch Academy | Mother Mary Catharine | R. C. | 0 | 2 | 0 | 29 | 0 | 0 | 0 | 0 | 1 | 61 | | |
| 421 | Osage Mission | Rev. E. P. Chittenden | P. E. | 4 | 0 | 35 | 0 | 5 | 0 | 14 | 0 | 0 | 23 | | |
| 422 | Salina | Arthur W. Jones, A. M. | Friends | 1 | 1 | 30 | 15 | 0 | 0 | 1 | 0 | 6 | 35 | | |
| 423 | Tonganoxie | William C. Fidgeon | Friends | 1 | 1 | 22 | 12 | 4 | 0 | 2 | 2 | 0 | 0 | | |
| 424 | Washington | James M. Naylor | Presb. | 2 | 2 | 44 | 70 | 6 | 10 | 4 | 6 | 18 | 187 | | |
| KENTUCKY. | | | | | | | | | | | | | | | |
| 425 | Bardstown | Rev. R. H. Stone | Baptist | 2 | 4 | 33 | 24 | 3 | 0 | 7 | 2 | 0 | 65 | | |
| 426 | Bremen | W. W. Carhart | M. E. | 1 | 1 | 11 | 7 | 0 | 0 | 0 | 0 | 25 | 50 | | |
| 427 | Buffalo | H. A. Beauchamp | Presb. | 1 | 1 | 20 | 10 | 1 | 8 | 0 | 0 | 0 | 46 | | |
| 428 | Burkesville | James P. McMillan | R. C. | 1 | 1 | 2 | 12 | 1 | 0 | 0 | 0 | 0 | 19 | | |
| 429 | Carrollton | Rev. Robt. Richardtz | Nonsect | 0 | 1 | 19 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 430 | Caseyville | C. B. Hatfield | Nonsect | 1 | 1 | 20 | 25 | 1 | 1 | 1 | 0 | 0 | 30 | | |
| 431 | Cecilian | H. A. Cecil | R. C. | 6 | 0 | 75 | 0 | 25 | 0 | 6 | 0 | 14 | 75 | | |
| 432 | Covington | Dr. Alois Schmidt | Nonsect | 1 | 1 | 13 | 13 | 6 | 0 | 1 | 0 | 6 | 6 | | |
| 433 | do | Miss Maria L. Gibson | Nonsect | 0 | 2 | 0 | 11 | 1 | 0 | 1 | 0 | 0 | 43 | | |
| 434 | do | Mother Ignatius | R. C. | 0 | 2 | 0 | 14 | 0 | 0 | 0 | 0 | 0 | 72 | | |
| 435 | do | K. J. Morris | Nonsect | 1 | 0 | 10 | 0 | 3 | 0 | 2 | 0 | 0 | 5 | | |
| 436 | Crofton | C. B. Pittman | Nonsect | 1 | 1 | 15 | 10 | 3 | 4 | 3 | 2 | 4 | 32 | | |

| | | | | | | | | | | |
|------------|----------------|--|--------------------------|---|----|----|----|---------|---------|-----|
| 437 | Cynthiana | Smith's Classical School | N. F. Smith | 2 | 2 | 40 | 20 | 40 | 10 | 35 |
| 438 | Fulton | Monroe Normal School | E. T. Thomas | 1 | 1 | 50 | 40 | 4 | 2 | 41 |
| 439 | Ellipin | Car Institute | W. A. Goodwin | 1 | 0 | 10 | 10 | Nonsect | Nonsect | 250 |
| 440 | do | Normal School and Business College | Yates & Kilgore | 2 | 2 | 53 | 22 | Nonsect | Nonsect | 19 |
| 441 | do | The Mrs. S. H. Welch High School | Mrs. S. H. Welch | 1 | 3 | 10 | 27 | Nonsect | Nonsect | 79 |
| 442 | Gettsemane | Preparatory and Select School of the Abbey of Gethsemane | Rc. Rev. Father Edward | 5 | 0 | 76 | 0 | 12 | 0 | 24 |
| 443 | Greenville | Ladies' College and College for Young Men | Mrs. Sarah T. Hall | 2 | 2 | 7 | 16 | 2 | 0 | 36 |
| 444 | Hampton | Hampton Academy | J. N. Robinson | 2 | 1 | 25 | 30 | 3 | 6 | 15 |
| 445 | Harrodsburg | Harrodsburg Academy | J. H. Strickling | 1 | 2 | 45 | 25 | 10 | 2 | 20 |
| 446 | Harford | College and Business Institute | Wayland Alexander | 1 | 3 | 67 | 59 | 5 | 3 | 13 |
| 447 | Henderson | Home Seminary | Miss Sue S. Towles | 1 | 1 | 0 | 22 | 0 | 0 | 56 |
| 448 | do | Home School for Girls | Miss Mary Stewart Bunch | 0 | 2 | 0 | 26 | 0 | 0 | 4 |
| 449 | Hickman | Hickman College | W. E. Lumley | 2 | 1 | 30 | 24 | 0 | 0 | 245 |
| 450 | Lagrange | Funk Seminary | Prof. John W. Selpie | 2 | 1 | 42 | 46 | 0 | 0 | 153 |
| 451 | Lawrenceburg | Birdwhistell Academy | J. M. B. Birdwhistell | 1 | 0 | 8 | 7 | 0 | 0 | 16 |
| 452 | Lewisburg | High School | H. W. Davis | 1 | 0 | 16 | 14 | 0 | 0 | 40 |
| 453 | Lexington | Alleghan Academy | A. N. Gordon | 1 | 0 | 20 | 1 | 0 | 0 | 5 |
| 454 | do | St. Catharine's Academy | Sister Lucy Lampton | 0 | 3 | 0 | 23 | 0 | 0 | 117 |
| 455 | Louisville | Kennucky Home School | Miss Belle S. Peers | 0 | 7 | 0 | 75 | 0 | 7 | 22 |
| 456 | do | Presentation Academy | Sister Sophia | 0 | 1 | 0 | 28 | 0 | 4 | 10 |
| 457 | Mayfield | Training School for Boys | H. K. Taylor | 2 | 4 | 48 | 0 | 15 | 0 | 68 |
| 458 | Mayville | West Kentucky College | H. H. Rumber | 4 | 3 | 63 | 70 | 4 | 0 | 21 |
| 459 | Maysville | Haywood Female Seminary | Rev. John S. Hays, D. D. | 0 | 3 | 0 | 54 | 0 | 0 | 0 |
| 460 | Moreland | Glen Elder Select School | Mrs. Lizette Hawkins | 1 | 0 | 15 | 20 | 0 | 0 | 0 |
| 461 | Mount Sterling | Goodwin's Male High School | M. J. Goodwin | 1 | 0 | 32 | 0 | 19 | 0 | 0 |
| 462 | do | Harris Institute | Mrs. L. L. Harris | 1 | 1 | 2 | 18 | 2 | 2 | 3 |
| 463 | do | Training School for Boys | C. W. Fowler | 2 | 0 | 32 | 1 | 2 | 1 | 0 |
| 464 | Nazareth | Literary and Benevolent Institute | Mother M. Cleophas | 0 | 5 | 0 | 75 | 0 | 0 | 54 |
| 465 | Paris | Classical Institute | Mrs. M. W. Berry | 1 | 1 | 8 | 23 | 0 | 0 | 81 |
| 466 | do | Garth Female Institute | Miss Kate Edgar | 0 | 2 | 0 | 23 | 0 | 0 | 10 |
| 467 | do | Private School | W. L. Ferriss | 0 | 2 | 0 | 35 | 0 | 0 | 0 |
| 468 | Pikeville | Select School | Miss M. S. Apjohn | 0 | 2 | 0 | 21 | 0 | 0 | 11 |
| 469 | do | Collegiate Institute | Rev. David Blyth | 1 | 1 | 11 | 10 | 0 | 0 | 102 |
| 470 | Princeton | do | Herman H. Allen, D. D. | 2 | 1 | 16 | 9 | 0 | 0 | 32 |
| 471 | Providence | Male and Female Academy | W. S. Coleman | 0 | 2 | 0 | 27 | 0 | 0 | 14 |
| 472 | Russellville | Miss Sevier's School | Miss Elizabeth Sevier | 0 | 2 | 0 | 18 | 0 | 0 | 133 |
| 473 | St. Joseph | Mount St. Joseph's Academy | Mother Marjuns | 0 | 2 | 17 | 27 | 1 | 1 | 59 |
| 474 | Sharpsburg | Male and Female College | Mrs. Fanning B. Talbot | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 475 | Shelby | The Sampson-Searce Academy | G. S. Searce | 3 | 0 | 60 | 0 | 0 | 0 | 11 |
| 476 | Shelbyville | Science Hill School | W. T. Poynter | 1 | 9 | 0 | 8 | 0 | 4 | 69 |
| 477 | Sloughville | Van Horn Institute | Leon B. Henry | 1 | 1 | 22 | 6 | 0 | 0 | 0 |
| 478 | Vanceburg | Riverside Seminary | Lawrence Rolfe | 1 | 1 | 11 | 13 | 0 | 0 | 9 |
| 479 | Versailles | Kose Hill Seminary | Mrs. Gillie B. Crenshaw | 1 | 1 | 10 | 40 | 0 | 0 | 50 |
| 480 | do | The Woodford Academy | James Henry | 0 | 23 | 7 | 3 | 0 | 0 | 0 |
| 481 | Wingo | Wingo College | J. N. Deahl | 1 | 0 | 15 | 8 | 0 | 0 | 55 |
| LOUISIANA. | | | | | | | | | | |
| 482 | Alto | Fletcher Academy | Miss Ada Brown | 1 | 1 | 20 | 16 | 0 | 0 | 19 |
| 483 | Arcadia | E. A. S. Male College | E. A. Smith | 1 | 0 | 30 | 0 | 25 | 0 | 6 |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART 1—Continued.

| Post-office. | Name of school. | Principal. | Religious denomination. | Secondary instructors. | | | | Students. | | | | Total number of graduates, 1891. | Total number of pupils in elementary grade. | |
|-------------------|-----------------------------------|---|-------------------------|------------------------|---------|------------------------|---------|--------------------|---------|----|----|----------------------------------|---|-----|
| | | | | Male. | Female. | Preparing for college. | | Scientific course. | | | | | | |
| | | | | | | Male. | Female. | Male. | Female. | | | | | |
| | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| LOUISIANA—cont'd. | | | | | | | | | | | | | | |
| 464 | Baton Rouge..... | Miss L. F. Smith..... | Epis..... | 1 | 1 | 0 | 16 | 0 | 1 | 0 | 0 | 0 | 0 | 50 |
| 485 | Bellevue..... | W. A. Le Rosen..... | Nonsect..... | 1 | 1 | 6 | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 18 |
| 486 | Coushatta..... | George W. Fisher, A. M., president..... | Nonsect..... | 2 | 1 | 31 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 65 |
| 487 | Grand Coteau..... | Madam M. Fesser..... | R. C..... | 0 | 5 | 0 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| 488 | Jackson..... | Miss M. B. McCullum..... | Nonsect..... | 2 | 0 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |
| 489 | Lafayette..... | Mother St. Patrick..... | R. C..... | 1 | 1 | 15 | 23 | 5 | 9 | 0 | 0 | 2 | 2 | 140 |
| 490 | Mount Lebanon..... | Dr. G. W. Griffin, D. D..... | Baptist..... | 4 | 1 | 60 | 41 | 0 | 0 | 0 | 0 | 7 | 7 | 27 |
| 491 | Mount Liberty..... | Sister St. Genevieve..... | R. C..... | 0 | 1 | 0 | 9 | 0 | 3 | 0 | 0 | 0 | 0 | 134 |
| 492 | do..... | Rev. C. C. Kramer..... | Nonsect..... | 1 | 1 | 5 | 14 | 2 | 3 | 1 | 0 | 0 | 0 | 11 |
| 493 | New Orleans..... | Mary T. Barnes..... | Nonsect..... | 0 | 1 | 12 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 7 |
| 494 | do..... | Miss Leonie de Varenne..... | Nonsect..... | 0 | 2 | 0 | 20 | 0 | 0 | 0 | 0 | 4 | 4 | 25 |
| 495 | New Orleans (429 Carondelet st.). | Misses H. A. and H. V. Dykers..... | Christian..... | 0 | 3 | 0 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| 496 | New Orleans (191 Thalia st.). | T. W. Dyer..... | Nonsect..... | 4 | 2 | 60 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 |
| 497 | do..... | Miss Sophie B. Wright..... | Nonsect..... | 0 | 5 | 0 | 50 | 0 | 7 | 0 | 0 | 7 | 7 | 56 |
| 498 | New Orleans..... | Amadeus S. Leche..... | Nonsect..... | 4 | 0 | 100 | 0 | 10 | 0 | 15 | 0 | 13 | 13 | 277 |
| 499 | do..... | Mary C. Markey and Aline Picard..... | R. C..... | 2 | 4 | 0 | 80 | 0 | 0 | 0 | 0 | 0 | 0 | 45 |
| 500 | do..... | Rev. P. J. O'Connell, C. S. C..... | Nonsect..... | 2 | 0 | 33 | 0 | 24 | 0 | 0 | 0 | 16 | 16 | 45 |
| 501 | do..... | Sister L. Stephanie..... | R. C..... | 0 | 16 | 0 | 175 | 0 | 14 | 0 | 7 | 7 | 7 | 36 |
| 502 | do..... | Mrs. L. A. Fortier..... | Nonsect..... | 0 | 1 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| 503 | do..... | L. C. Ferrell..... | Nonsect..... | 1 | 3 | 52 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| 504 | do..... | Mrs. J. E. Seamen..... | Nonsect..... | 0 | 2 | 0 | 30 | 0 | 2 | 0 | 0 | 8 | 8 | 95 |
| 505 | Opelousas..... | Sister M. of St. Albina..... | R. C..... | 0 | 2 | 0 | 12 | 0 | 0 | 0 | 0 | 2 | 2 | 44 |
| 506 | Plaquemine..... | Sister M. of St. Veronica..... | R. C..... | 0 | 2 | 0 | 95 | 0 | 0 | 0 | 0 | 0 | 0 | 40 |
| 507 | Sugartown..... | Prof. S. J. Oles..... | R. C..... | 1 | 1 | 10 | 10 | 2 | 2 | 4 | 8 | 1 | 1 | 25 |
| 508 | Thibodeaux..... | Sister W. Gabriel..... | R. C..... | 0 | 2 | 0 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 40 |

| | | Phillips Academy | Cecil F. P. Bancroft, PH. D., J. H. D. | Nonsect | 13 | 0 | 380 | 0 | 234 | 0 | 146 | 0 | 43 | 0 |
|-----|-----------------------------------|--|---|---------|----|----|-----|-----|-----|----|-----|----|----|-----|
| 571 | do | Phillips Academy | | Nonsect | 13 | 0 | 380 | 0 | 234 | 0 | 146 | 0 | 43 | 0 |
| 572 | do | Punchard Free School | Frank O. Baldwin | Nonsect | 1 | 2 | 39 | 44 | 1 | 6 | | | 7 | 0 |
| 573 | Asburham | Cushing Academy | H. S. Cowell | Nonsect | 7 | 4 | 83 | 109 | 0 | | | | 27 | 0 |
| 574 | Ambridge | Riverside School (Wellesley Pre- paratory). | Miss Della T. Smith | Nonsect | 0 | 3 | 0 | 17 | 0 | 2 | 0 | 15 | 4 | 5 |
| 575 | Barnardston | Powers Institute | Clarence L. Mitchell | | 2 | 1 | 31 | 39 | 1 | 1 | 0 | 0 | 7 | 12 |
| 576 | Billerica | Howe School | Samuel Tucker | Nonsect | 1 | 1 | 20 | 30 | | | | | 10 | 0 |
| 577 | Boston | Academy of Notre Dame | Sister Mary Bernardine | R. O | 0 | 4 | 0 | 60 | | | | | 50 | 55 |
| 578 | do | Berkeley School | Taylor, De Meritte, and Hagar. | Nonsect | 3 | 2 | 56 | 14 | 15 | 8 | 10 | 0 | 16 | |
| 579 | do | Female Academy of the Sacred Heart. | Madame Adelaide Grugan | R. C | 0 | 4 | 0 | 60 | | | | | | 40 |
| 580 | do | Hale's School for Boys | Albert Hale | Nonsect | 5 | 3 | 56 | 0 | 0 | 0 | 56 | 0 | 18 | 0 |
| 581 | Boston (21 Marlbo- rough st.). | Home and Day School for Girls | Mrs. Selma Wesselhoeft | | 0 | 6 | 0 | 37 | | | | | | 6 |
| 582 | Boston (112 New- bury st.). | Misses Hubbards' School for Girls. | Misses Hubbard | | 0 | 1 | 0 | 20 | 0 | 0 | 0 | 0 | 6 | 0 |
| 583 | Boston | Miss Ireland's School | Miss Catharine I. Ireland | Nonsect | 0 | 4 | 0 | 47 | | | | | | 0 |
| 584 | do | Miss Abby H. Johnson's Home and Day School for Young Ladies. | Miss Abby H. Johnson | Nonsect | 0 | 6 | 0 | 36 | | | | | | 0 |
| 585 | Boston (20 Boylston Place). | Private Classical School | J. P. Hopkinson | | 7 | 0 | 138 | 0 | 137 | 0 | 1 | 0 | 19 | |
| 586 | Bradford | Bradford Academy | Misses Annie E. Johnson and Ida C. Allen | Cong | 1 | 13 | 0 | 164 | | | | | 20 | 0 |
| 587 | do | Carleton School for Young Men and Boys | Isaac Newton Carleton | Cong | 2 | 2 | 15 | 0 | | | 2 | 0 | | 0 |
| 588 | Brimfield | Hitchcock Free High School | J. W. Russell | Nonsect | 2 | 3 | 31 | 29 | 3 | 3 | 2 | 3 | 6 | 18 |
| 589 | Cambridge | The Cambridge School | Arthur Gilman, director | Nonsect | 1 | 11 | 0 | 60 | | | | | 27 | |
| 590 | do | Private School for Boys and Girls. | Miss K. V. Smith | | 1 | 2 | 9 | 6 | 5 | 4 | 2 | 0 | 0 | 19 |
| 591 | Cambridgeport | Day and Family School for Boys | Joshua Kendall | | 0 | 1 | 18 | 0 | | | | | | |
| 592 | Concord | Home School | James S. Garland | Nonsect | 3 | 1 | 13 | 0 | 15 | 0 | 2 | 0 | 0 | 4 |
| 593 | Danvers | The Willard Home School | Mrs. H. M. Merrill | Nonsect | 0 | 8 | 0 | 30 | 0 | 1 | 0 | 0 | 0 | 0 |
| 594 | Dorchester | Shawmut School | Miss Ella G. Ives | Nonsect | 9 | 2 | 0 | 12 | 0 | 3 | | | | 93 |
| 595 | Duxbury | Partridge Academy | Geo. R. Pinkham | Nonsect | 1 | 13 | 35 | 0 | 0 | | | | 9 | 15 |
| 596 | do | Powder Point School | Frederick B. Knapp | Nonsect | 2 | 1 | 17 | 0 | 0 | 0 | 12 | 0 | 8 | 3 |
| 597 | Eastampton | Williston Seminary | Rev. Wm. Gallagher, PH. D. | Nonsect | 8 | 0 | 111 | 4 | 36 | 4 | 0 | 0 | 17 | 117 |
| 598 | East Worthingfield | Worthingfield Seminary | Miss Evelyn S. Hall, B. A. | Nonsect | 0 | 8 | 0 | 229 | 0 | 11 | 0 | 9 | 19 | 5 |
| 599 | Everett | Home School | Mrs. A. P. Potter | Baptist | 3 | 2 | 14 | 0 | 1 | 1 | 0 | 5 | 12 | 0 |
| 600 | Franklin | Dean Academy | L. L. Burrington | Univ | 3 | 4 | 56 | 33 | 9 | 8 | 24 | 13 | 33 | 0 |
| 601 | do | Hensatonic Hall | Misses Hatch and Warren | Nonsect | 0 | 1 | 0 | 20 | 0 | 0 | 0 | 0 | 1 | 8 |
| 602 | do | Sedgwick Institute | E. J. Van Lennep | Nonsect | 3 | 5 | 0 | 29 | 0 | 7 | 0 | 0 | 0 | 0 |
| 603 | Greenfield | Prospect Hill School | Rev. James Challis Parsons | Nonsect | 2 | 7 | 0 | 30 | | | 1 | 0 | 6 | 0 |
| 604 | Groton | Groton School | Rev. Endicott Peabody | P. E. | 7 | 0 | 60 | 0 | 58 | 0 | 0 | 0 | 4 | 0 |
| 605 | do | Lawrence Academy | Alfred O. Tower, A. M. | Nonsect | 1 | 1 | 20 | 18 | 6 | 0 | 0 | 0 | 0 | 0 |
| 606 | Hadley | Hopkins Academy | Elmer Case | Nonsect | 3 | 3 | 22 | 31 | 3 | 6 | | | 10 | 0 |
| 607 | Hanover | Hanover Academy | Evangeline Hathaway | Nonsect | 0 | 1 | 0 | 6 | 0 | 0 | 0 | 0 | 2 | 16 |
| 608 | Harvard | Bromfield School | Lilla N. Frost (Miss) | Nonsect | 0 | 1 | 9 | 10 | 1 | 2 | 3 | 0 | 0 | 0 |
| 609 | Hatfield | Smith Academy | Sanford L. Cutler | Nonsect | 1 | 2 | 9 | 16 | 1 | 3 | | | 12 | 20 |
| 610 | Hingham | Derby Academy | George Herbert Chittenden | Nonsect | 0 | 1 | 9 | 19 | 0 | 1 | | | 6 | 18 |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART I—Continued.

| Post-office. | Name of school. | Principal. | Religious denomination. | Secondary instructors. | | Students. | | | | | | Total number of graduates, 1891. | Total number of pupils in elementary grade. |
|--------------------------|-------------------------------------|---|-------------------------|------------------------|---------|------------|---------|------------------------|--------------------|-------|---------|----------------------------------|---|
| | | | | Male. | Female. | Secondary. | | Preparing for college. | | | | | |
| | | | | | | Male. | Female. | Classical course. | Scientific course. | Male. | Female. | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| MASSACHUSETTS—continued. | | | | | | | | | | | | | |
| 611 | Marion | The Tabor Academy | Nonsect. | 3 | 4 | 55 | 55 | 13 | 17. | 2 | 2 | 4 | 0 |
| 612 | Middleboro | Eaton School | Nonsect. | 1 | 1 | 12 | 10 | 0 | 0 | 0 | 5 | 0 | 28 |
| 613 | Milton | Milton Academy | Nonsect. | 3 | 1 | 37 | 20 | 34 | 20 | 3 | 0 | 6 | 34 |
| 614 | Monson | D. M. Dustin, A. M. | Nonsect. | 2 | 2 | 60 | 44 | 19 | 6 | 10 | 0 | 18 | — |
| 615 | Mount Hermon | Mount Hermon Boys' School. | Nonsect. | 10 | 0 | 295 | 0 | 78 | 0 | 108 | 0 | 13 | 68 |
| 616 | Nantucket | Admiral Sir Isaac Coffin Lancers- terian School. | Nonsect. | 1 | 2 | 33 | 25 | 1 | 1 | 2 | 0 | 5 | 0 |
| 617 | Natick | Home School | Nonsect. | 0 | 3 | 0 | 10 | 0 | 2 | 0 | 4 | 1 | 7 |
| 618 | New Bedford | Friends' Academy | Nonsect. | 1 | 4 | 23 | 35 | 20 | 1 | 2 | 0 | 5 | 8 |
| 619 | New Salem | New Salem Academy | Nonsect. | 1 | 1 | 17 | 10 | 2 | 1 | 1 | 0 | 0 | 0 |
| 620 | Newton | Mr. Cutler's Preparatory School. | Nonsect. | 1 | 1 | 22 | 6 | 17 | 5 | 6 | 0 | 9 | 12 |
| 621 | Northampton | Mary A. Burnham's Classical School. | Nonsect. | 4 | 11 | 0 | 125 | — | — | — | — | 15 | 0 |
| 622 | Norton | Wheaton Female Seminary | Cong. | 2 | 12 | 0 | 80 | 0 | 0 | 0 | 0 | 10 | 0 |
| 623 | Plymouth | Home School for Boys | Nonsect. | 1 | 1 | 5 | 0 | 2 | 0 | 1 | 0 | 1 | 7 |
| 624 | Roxbury | Notre Dame Academy | R. C. | 0 | 5 | 0 | 57 | — | — | — | — | 2 | 23 |
| 625 | do | Private School | Nonsect. | 1 | 1 | 0 | 18 | — | — | — | — | — | 47 |
| 626 | Sherburne Falls | Miss Elizabeth Curtis | Nonsect. | 2 | 3 | 60 | 63 | 4 | 2 | 0 | 0 | 15 | 0 |
| 627 | Sherborn | Frederic Allison Tupper School. | Nonsect. | 0 | 1 | 9 | 11 | 2 | 2 | 1 | 0 | 3 | 11 |
| 628 | Southboro | Savin Academy and Dowse High School. | P. E. | 8 | 0 | 102 | 0 | 85 | 0 | 17 | 0 | 19 | 0 |
| 629 | South Braintree | St. Mark's School | Nonsect. | 6 | 1 | 36 | 65 | 8 | 8 | 12 | 3 | 17 | 6 |
| 630 | South Lancaster | The Thayer Academy | 7th-day Ad. | 3 | 4 | 70 | 50 | 12 | 0 | 15 | 5 | 5 | 30 |
| 631 | Springfield | G. W. Caviness, A. M. | Nonsect. | 2 | 4 | 0 | 45 | — | — | — | — | — | 15 |
| 632 | do | Miss Charlotte Porter | Nonsect. | 1 | 0 | 9 | 0 | 2 | 0 | 2 | 0 | 1 | 1 |
| 633 | Springfield (182 Cen- tral st.). | Henry L. Coar School for Girls. | Nonsect. | 2 | 2 | 0 | 30 | 0 | 5 | 0 | 0 | 0 | 40 |
| 634 | Taunton | John McDuffie | Nonsect. | 3 | 6 | 62 | 42 | 14 | 9 | 9 | 0 | 3 | 21 |
| 635 | Wellesley | William F. Palmer | Nonsect. | 0 | 14 | 0 | 87 | 0 | 0 | 0 | 0 | 10 | 0 |
| 636 | West Bridgewater | Miss Julia A. Eastman Howard Seminary | Nonsect. | 0 | 2 | 0 | 20 | 0 | 5 | 0 | 2 | 0 | 20 |

| | | | | | | | | | | | | |
|------------|--------------------------------------|---------------------------------|---|---|---|-----|-----|-----|-----|-----|-----|-----|
| 637 | Westford | Westford Academy | William E. Frost | 1 | 1 | 26 | 24 | 3 | 3 | 0 | 8 | 0 |
| 638 | West Newton | English and Classical School | Nathaniel T. Allen | 5 | 2 | 55 | 20 | 8 | 0 | 12 | 12 | 25 |
| 639 | Wilbraham | Wesleyan Academy | Rev. George M. Steele, D. D., LL. D. | 7 | 6 | 185 | 108 | 27 | 12 | 0 | 23 | --- |
| 640 | Worcester | The Highland Military Academy | Joseph A. Shaw, Head Master | 4 | 0 | 33 | 0 | --- | 3 | 0 | --- | 10 |
| 641 | do | Private School for Boys | John W. Dalzell | 3 | 2 | 26 | 0 | 25 | 0 | 1 | 0 | 6 |
| 642 | do | The Worcester Academy | D. W. Abercombe, A. M. | 9 | 0 | 173 | 5 | --- | --- | --- | --- | 0 |
| MICHIGAN. | | | | | | | | | | | | |
| 643 | Adrian | Raisin Valley Seminary | Robert L. Kelly | 2 | 1 | 34 | 36 | --- | --- | --- | 8 | 13 |
| 644 | Benton Harbor | Normal and Collegiate Institute | George J. Edgcombe, A. M., Ph. D. | 4 | 7 | 137 | 108 | 12 | 8 | 60 | 20 | 59 |
| 645 | Detroit | The Detroit School for Boys | Frederick Whitton | 1 | 1 | 5 | 2 | 2 | 0 | 1 | 0 | 7 |
| 646 | Detroit (47 Adams avenue, west). | Detroit Seminary | Misses Cutcheon and Pope | 2 | 5 | 0 | 80 | --- | --- | --- | 10 | 100 |
| 647 | Grand Haven | Akeley Institute | Rev. J. E. Wilkinson, Ph. D. | 1 | 3 | 0 | 25 | 0 | 4 | --- | 4 | 27 |
| 648 | Grand Rapids (257 E. Fulton st.). | English and Classical School | Miss Eva S. Robinson | 0 | 2 | 0 | 20 | 0 | 0 | 0 | 0 | 50 |
| 649 | Grand Rapids | St. Mark's Academy | Miss Augusta Wynkoop | 0 | 3 | 1 | 12 | 0 | 0 | 0 | 0 | 31 |
| 650 | Grand Rapids | School for Boys | Rev. Isaac P. Powell | 1 | 1 | 9 | 0 | 17 | 0 | --- | 3 | 8 |
| 651 | Kalamazoo | Michigan Female Seminary | Miss Isabella G. French | 0 | 9 | 0 | 54 | --- | --- | --- | 5 | 490 |
| 652 | Marquette | St. Joseph's Academy | Mother De Pazzi | 0 | 6 | 0 | 50 | --- | 0 | 50 | 0 | 98 |
| 653 | Marshall | St. Mary's Academy | P. A. Baart | 0 | 4 | 0 | 51 | 0 | 0 | 0 | 0 | 119 |
| 654 | Monroe | St. Mary's Academy | Mother Superior | 0 | 2 | 0 | 35 | 0 | 0 | 0 | 3 | 0 |
| 655 | Orchard Lake | Michigan Military Academy | Col. J. Sumner Rogers | 9 | 0 | 183 | 0 | 7 | 0 | 50 | 0 | 200 |
| 656 | Port Huron | Academy of the Sacred Heart | Sister Mary Josephine | 0 | 3 | 0 | 40 | 0 | 0 | 0 | 5 | 38 |
| 657 | Spring Arbor | Spring Arbor Seminary | A. H. Stillwell | 2 | 1 | 30 | 40 | 3 | 0 | 7 | 0 | 8 |
| MINNESOTA. | | | | | | | | | | | | |
| 658 | Albert Lea | Lutheran High School | L. S. Swenson | 4 | 1 | 69 | 64 | --- | --- | --- | --- | 0 |
| 659 | Faribault | Bethlehem Academy | Dominican Sister | 0 | 4 | 0 | 50 | 0 | 0 | 0 | 10 | 25 |
| 660 | do | St. Mary's Hall | Miss Ella F. Laurence | 1 | 6 | 0 | 110 | 0 | 6 | --- | 0 | 0 |
| 661 | do | Shattuck School | Rev. James Dobbin, D. D. | 9 | 0 | 167 | 0 | --- | --- | --- | 18 | 46 |
| 662 | Graceville | Convent of Our Lady of the Lake | Sister M. Agatha | 0 | 1 | 0 | 12 | 0 | 3 | 0 | 4 | 105 |
| 663 | Grassville | Bennet Seminary | Mrs. Sedgwick Smith | 0 | 2 | 0 | 40 | --- | --- | --- | --- | 13 |
| 664 | Minneapolis | Minneapolis Academy | Ernest D. Holmes | 2 | 2 | 130 | 40 | 15 | 6 | 60 | 20 | 0 |
| 665 | do | St. Mary's Hall | Miss Olive Adelaide Evers | 1 | 4 | 0 | 33 | --- | --- | --- | --- | 35 |
| 666 | do | Miss Usher's School | Miss Jane M. Usher | 0 | 1 | 0 | 16 | --- | --- | --- | --- | 21 |
| 667 | do | Wrightman's Academy | W. W. Wrightman | 0 | 2 | 20 | 5 | 20 | 5 | --- | 1 | 30 |
| 668 | Montevideo | Windom Institute | C. W. Headley | 1 | 1 | 48 | 14 | 2 | 0 | --- | 11 | 50 |
| 669 | Neenah | Hope Academy | S. A. Chulman | 3 | 1 | 46 | 19 | 6 | 4 | 5 | --- | 73 |
| 670 | Owatonna | Ellisburg Academy | James W. Ford | 1 | 1 | 63 | 58 | --- | --- | --- | 19 | 58 |
| 671 | Red Wing | Red Wing Seminary | H. H. Bergsland | 4 | 0 | 117 | 0 | --- | --- | --- | --- | 25 |
| 672 | Rochester | Notre Dame de Lourdes Academy | Mother M. Matilda | 0 | 1 | 0 | 15 | --- | --- | --- | 6 | 6 |
| 673 | St. Joseph | St. Benedict's Academy | Sister Pius Koehle | 0 | 1 | 0 | 34 | --- | --- | --- | --- | 70 |
| 674 | St. Paul | Paladin Seminary | Clinton J. Backus | 0 | 1 | 20 | 33 | 2 | 0 | 4 | 10 | 60 |
| 675 | Willmar | Willmar Seminary | H. S. Hilleboe | 1 | 1 | 14 | 8 | --- | --- | --- | --- | --- |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART I—Continued.

| Post-office. | Name of school. | Principal. | Religious denomination. | Students. | | | | | | | | Total number of graduates, 1891. | Total number of pupils in elementary grade. |
|--------------|--------------------|----------------------------------|-------------------------|------------------------|---------|------------|---------|-------------------|---------|--------------------|---------|----------------------------------|---|
| | | | | Secondary instructors. | | Secondary. | | Classical course. | | Scientific course. | | | |
| | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| MISSISSIPPI. | | | | | | | | | | | | | |
| 676 | Alto..... | Stone Dearours..... | Nonsect..... | 2 | 0 | 15 | 10 | 0 | 0 | 0 | 0 | 1 | 35 |
| 677 | Bienville..... | Waldo W. Moore..... | Nonsect..... | 1 | 1 | 63 | 25 | 0 | 0 | 0 | 0 | 0 | 58 |
| 678 | Booneville..... | J. C. Bryson, B.S..... | Nonsect..... | 1 | 3 | 32 | 28 | 3 | 5 | 7 | 0 | 7 | 150 |
| 679 | Bu-na Vista..... | W. S. Burks..... | Nonsect..... | 1 | 1 | 22 | 27 | 5 | 9 | 6 | 15 | 7 | 61 |
| 680 | Byhalia..... | Mrs. Kate E. Tucker..... | Nonsect..... | 1 | 1 | 5 | 20 | 0 | 0 | 0 | 0 | 0 | 65 |
| 681 | Cassella..... | Z. T. Leavell..... | Baptist..... | 0 | 3 | 0 | 50 | 0 | 0 | 0 | 0 | 3 | 70 |
| 682 | Carrollton..... | A. M. Beauchamp..... | Nonsect..... | 1 | 0 | 12 | 14 | 0 | 0 | 0 | 0 | 0 | 188 |
| 683 | Chester..... | W. H. Smith..... | Nonsect..... | 1 | 0 | 15 | 12 | 0 | 0 | 0 | 0 | 0 | 95 |
| 684 | Clinton..... | S. S. Steele..... | M. E..... | 1 | 1 | 3 | 9 | 0 | 0 | 0 | 0 | 0 | 0 |
| 685 | Coldwater..... | Miss Sarah A. Dickey..... | Nonsect..... | 1 | 1 | 16 | 22 | 8 | 12 | 0 | 0 | 3 | 50 |
| 686 | Columbia..... | A. H. Todd..... | Nonsect..... | 1 | 0 | 20 | 20 | 0 | 0 | 10 | 8 | 4 | 120 |
| 687 | Conelhatta..... | W. W. Rivers..... | Nonsect..... | 3 | 0 | 35 | 31 | 0 | 0 | 0 | 0 | 1 | 79 |
| 688 | Deasomville..... | Rev. A. M. McHyde..... | Nonsect..... | 1 | 0 | 9 | 13 | 0 | 0 | 0 | 0 | 0 | 16 |
| 689 | Deek Hill..... | Richard Gildart..... | Nonsect..... | 1 | 1 | 15 | 8 | 5 | 0 | 0 | 0 | 0 | 58 |
| 690 | Fair River..... | H. W. Sanderson..... | Baptist..... | 1 | 1 | 15 | 8 | 5 | 0 | 0 | 0 | 3 | 27 |
| 691 | French Camp..... | P. Beck Mullen..... | Presb..... | 2 | 0 | 38 | 0 | 25 | 0 | 0 | 0 | 8 | 17 |
| 692 |do..... | J. A. Sanderson..... | Presb. So..... | 0 | 2 | 25 | 38 | 0 | 0 | 4 | 3 | 2 | 35 |
| 693 |do..... | Rev. J. A. Meeklin..... | Nonsect..... | 1 | 0 | 39 | 25 | 6 | 7 | 0 | 0 | 0 | 77 |
| 694 | Hamlet..... | S. P. King and R. H. Hester..... | Nonsect..... | 0 | 1 | 0 | 24 | 0 | 0 | 0 | 0 | 4 | 20 |
| 695 | Hellton..... | F. L. Riley..... | R. C..... | 1 | 1 | 29 | 30 | 0 | 0 | 0 | 0 | 0 | 79 |
| 696 | Holly Springs..... | Sister Lignori..... | Nonsect..... | 1 | 1 | 7 | 5 | 2 | 0 | 0 | 0 | 0 | 94 |
| 697 | Houlka..... | E. A. Smith..... | Nonsect..... | 0 | 2 | 14 | 31 | 0 | 1 | 0 | 0 | 0 | 51 |
| 698 | Kilnchapel..... | W. N. Lewis, A. B..... | Nonsect..... | 0 | 2 | 19 | 26 | 0 | 1 | 0 | 0 | 0 | 90 |
| 699 | Kosciusko..... | Miss Ellen McNulty..... | Nonsect..... | 2 | 1 | 11 | 31 | 0 | 0 | 0 | 0 | 5 | 85 |
| 700 | Kossuth..... | D. A. Hill..... | Nonsect..... | 0 | 2 | 40 | 23 | 11 | 2 | 0 | 0 | 11 | 88 |
| 701 | Liberty..... | P. L. Marsalis..... | M. E..... | 1 | 0 | 25 | 20 | 15 | 10 | 10 | 10 | 8 | 270 |
| 702 | Meridian..... | J. E. Brooke..... | Cumb. Pres..... | 1 | 1 | 10 | 0 | 2 | 0 | 4 | 0 | 1 | 95 |
| 703 |do..... | W. E. Johnston..... | R. C..... | 0 | 1 | 22 | 23 | 8 | 4 | 6 | 4 | 6 | 114 |
| 704 | Natchez..... | Brother Gabriel..... | Baptist..... | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 705 |do..... | S. C. C. Owen, A. B..... | Baptist..... | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | | | | | |
|-----|----------------|----------------------------|-------------------------|---|---|----|----|----|----|----|----|----|----|----|-----|-----|
| 706 | do | St. Joseph's School | Sister Gertrude | 0 | 1 | 2 | 18 | 29 | 0 | 11 | 0 | 0 | 0 | 0 | 1 | 96 |
| 707 | Newton | Male and Female College | John C. Funt | 3 | 3 | 38 | 64 | 28 | 64 | 28 | 64 | 28 | 64 | 28 | 0 | 111 |
| 708 | Okolona | Okolona College | Thomas C. Walton, A. M. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 240 |
| 709 | Oxford | Warren Female Institute | Mrs. C. A. Lancaster | 0 | 3 | 10 | 10 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 25 |
| 710 | Pass Christian | Pass Christian Institute | Rev. C. H. Mayer | 0 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 0 | 80 |
| 711 | Pittsburg | Male and Female College | J. S. Hudson | 2 | 3 | 55 | 40 | 7 | 10 | 12 | 8 | 10 | 22 | 0 | 143 | |
| 712 | Plattsburg | Winston Normal High School | T. J. McBeath | 3 | 1 | 30 | 26 | 12 | 8 | 0 | 0 | 0 | 0 | 0 | 35 | |
| 713 | Pleasant Ridge | Pleasant Ridge Normal | T. L. Gates | 3 | 1 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 143 | |
| 714 | Pontotoc | Male Academy | C. P. Smith | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 | |
| 715 | Poplar Creek | Male and Female Academy | Dr. J. W. Armstrong | 1 | 1 | 18 | 13 | 3 | 3 | 2 | 8 | 7 | 25 | 0 | 171 | |
| 716 | Poplar Springs | Normal College | M. E. Langston | 5 | 0 | 75 | 0 | 6 | 0 | 7 | 0 | 0 | 0 | 0 | 20 | |
| 717 | Port Gibson | Chamberlain-Hunt Academy | W. C. Guthrie | 1 | 0 | 12 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | |
| 718 | Potts Camp | Reed Institute | Miss Maggie Tate | 1 | 1 | 40 | 18 | 3 | 2 | 6 | 1 | 0 | 0 | 0 | 94 | |
| 719 | Rara Avis | Oakland Normal Institute | G. A. and J. T. Holley | 2 | 1 | 31 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 44 | |
| 720 | Rural Hill | Rural Hill Academy | L. L. Brewer | 2 | 1 | 20 | 60 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 120 | |
| 721 | Sardis | Panola College | I. H. Gardner | 1 | 1 | 10 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 67 | |
| 722 | Shannon | Shannon Academy | Hooper and Francis | 2 | 1 | 14 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 | |
| 723 | Silver Creek | High School | H. I. Bird | 1 | 1 | 30 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | |
| 724 | Slate Springs | Collegiate Institute | J. W. Fox | 1 | 1 | 20 | 18 | 12 | 5 | 7 | 1 | 0 | 0 | 0 | 112 | |
| 725 | Tocopolia | Tocopolia College | J. L. Spence, B. T. | 1 | 1 | 22 | 20 | 0 | 0 | 18 | 18 | 0 | 0 | 0 | 103 | |
| 726 | Tyertown | Normal Institute | J. W. Fur | 1 | 1 | 22 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | |
| 727 | Union Church | High School | Rev. C. W. Grafton | 1 | 1 | 16 | 18 | 2 | 30 | 0 | 0 | 0 | 0 | 0 | 42 | |
| 728 | Varden | Male and Female Institute | W. W. Woodson | 3 | 0 | 30 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | |
| 729 | Washington | Jefferson College | Joseph S. Raymond | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

| | | | | | | | | | | | | | | | | |
|----------|---------------|----------------------------------|-------------------------------|---|---|-----|-----|----|----|----|----|---|----|----|----|----|
| MISSOURI | | | | | | | | | | | | | | | | |
| 730 | Appleton City | Appleton City Academy | G. A. Thellmann | 3 | 0 | 50 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 36 |
| 731 | Arcadia | Urbana Academy | Mother Marian | 0 | 3 | 0 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 16 |
| 732 | Ashley | Watson Seminary | A. W. Macy | 1 | 1 | 7 | 12 | 7 | 12 | 0 | 0 | 0 | 0 | 0 | 13 | 13 |
| 733 | Boonville | Cooper Institute | Anthony Haynes | 1 | 2 | 14 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 6 |
| 734 | do | The Kemper Family School | T. A. Johnstone | 4 | 0 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 735 | Butler | Butler Academy | J. McC. Martin | 2 | 2 | 42 | 44 | 3 | 3 | 4 | 4 | 1 | 0 | 0 | 48 | 48 |
| 736 | Cameron | Missouri Wesleyan College | John W. Houston, A. M., B. D. | 9 | 4 | 115 | 110 | 10 | 10 | 0 | 0 | 0 | 0 | 0 | 19 | 19 |
| 737 | do | Mrs. S. B. Tierman's Home School | Sister M. Hertrand | 1 | 1 | 6 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 25 |
| 738 | Carrollton | Convent of the Holy Rosary | Sister M. Hertrand | 0 | 2 | 50 | 40 | 18 | 15 | 0 | 0 | 0 | 0 | 0 | 17 | 17 |
| 739 | Cassville | Collegiate Institute | N. L. Maiden | 2 | 0 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 45 |
| 740 | Chillicothe | St. Joseph's Academy | Sisters of St. Joseph | 0 | 3 | 0 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 85 |
| 741 | Clarksville | Macon District High School | P. D. Shultz, president | 2 | 1 | 15 | 15 | 15 | 15 | 0 | 10 | 2 | 11 | 10 | 3 | 5 |
| 742 | Clarksburg | Clarksburg College | L. R. Willey | 3 | 2 | 20 | 40 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 31 |
| 743 | do | Hooper Institute | J. N. Hooper | 3 | 2 | 71 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 18 |
| 744 | Eldon | Eldon Academy | Miss Clara Ella Mitchell | 0 | 4 | 32 | 70 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 25 |
| 745 | Green Ridge | Green Ridge College | M. E. Moore | 1 | 1 | 14 | 2 | 0 | 0 | 14 | 5 | 2 | 14 | 2 | 9 | 99 |
| 746 | Henderson | Henderson Academy | Will F. Foster | 1 | 1 | 10 | 12 | 4 | 6 | 10 | 12 | 2 | 3 | 1 | 0 | 0 |
| 747 | Holden | St. Cecilia's Academy | Sister Superior | 0 | 4 | 49 | 38 | 0 | 0 | 3 | 1 | 0 | 0 | 0 | 31 | 31 |
| 748 | Independence | Woodland College | George S. Bryant | 3 | 3 | 53 | 63 | 10 | 5 | 0 | 0 | 0 | 0 | 0 | 13 | 13 |
| 749 | Kansas City | Educational Institute | C. G. Rathmann | 2 | 0 | 20 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 9 |
| 750 | Kidder | Kidder Institute | G. W. Shaw, A. M. | 3 | 3 | 63 | 63 | 10 | 5 | 0 | 0 | 0 | 0 | 0 | 10 | 0 |
| 751 | Lamar | Missouri Polytechnic Institute | Jas. K. Hull | 2 | 0 | 42 | 30 | 0 | 0 | 3 | 6 | 1 | 0 | 0 | 0 | 0 |
| 752 | Leonard | Leonard Academy | O. P. Shurt | 4 | 1 | 45 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 15 |
| 753 | Lexington | Wentworth Military Academy | Sandford Sellers | 5 | 0 | 92 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 20 |
| 754 | Liberty | Female College | F. Menefee | 0 | 4 | 0 | 75 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 15 |

| | | | | | | | | | | | | | | | | |
|----------------|----------------|--------------------------------------|----------------------------|----|----|-----|-----|-----|----|----|----|----|-----|---|---|-----|
| 785 | Sedgewickville | Sedgewickville Academy | E. Miller | 22 | 1 | 19 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| 786 | Sparta | Private Normal | J. M. Johnson | 1 | 1 | 40 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 |
| 787 | Springfield | Loretto Academy | Sister Clarissa Superior | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 |
| 788 | do | Young Ladies' Seminary | Miss T. H. Holliday | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| 789 | Spring Garden | Miller County Institute | H. M. Sutton | 2 | 1 | 44 | 4 | 2 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 20 |
| 790 | Sweet Springs | Sweet Springs Academy | J. E. Barnett | 1 | 1 | 18 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 791 | Verailles | Male and Female Institute | F. Gwynn | 0 | 1 | 5 | 10 | 5 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 66 |
| 792 | Washington | High School | B. J. Specking | 1 | 0 | 12 | 8 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| 793 | Weaubleau | Christian Institute | John Whitaker, A. M. | 1 | 2 | 30 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |
| MONTANA. | | | | | | | | | | | | | | | | |
| 794 | Bozeman | Bozeman Academy | W. W. Wyle | 1 | 2 | 20 | 23 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |
| 795 | Butte | West End Academy | Miss Julia M. Darrow | 1 | 1 | 13 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |
| 796 | Deer Lodge | St. Mary's Academy | Sister Evangelista | 0 | 1 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 |
| 797 | Helena | St. Vincent's Academy | Sister Mary Baptist Carney | 0 | 2 | 0 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| 798 | Miles City | Ursuline Convent of the Sacred Heart | Ursuline Sisters | 0 | 2 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| 799 | Missoula | Providence of the Sacred Heart | Sister Mary, superior | 0 | 2 | 6 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 91 |
| NEBRASKA. | | | | | | | | | | | | | | | | |
| 800 | Beatrice | Blake School | Henry N. Blake | 1 | 1 | 8 | 10 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 47 |
| 801 | Chadron | Chadron Academy | Frank L. Ferguson | 0 | 2 | 19 | 20 | 8 | 0 | 7 | 5 | 3 | 0 | 0 | 0 | 13 |
| 802 | Franklin | Franklin Academy | Alexis C. Hart, A. M. | 4 | 2 | 45 | 28 | 8 | 7 | 3 | 3 | 12 | 49 | 0 | 0 | 49 |
| 803 | Nebraska City | The Academy | M. F. Carey | 1 | 1 | 17 | 13 | 1 | 0 | 4 | 3 | 5 | 10 | 0 | 0 | 10 |
| 804 | Omaha | Academy of the Sacred Heart | Madame Dunne | 0 | 12 | 0 | 00 | 0 | 0 | 0 | 0 | 0 | 30 | 0 | 0 | 30 |
| 805 | do | Brownell Hall | Robert Doherty | 0 | 2 | 0 | 100 | 0 | 0 | 0 | 0 | 7 | 35 | 0 | 0 | 35 |
| 806 | do | St. Catherine's Academy | Sisters of Mercy | 0 | 3 | 0 | 22 | 0 | 0 | 0 | 0 | 5 | 59 | 0 | 0 | 59 |
| 807 | Pawnee City | Pawnee City Academy | Miss Mary E. Campbell | 0 | 3 | 18 | 21 | 1 | 2 | 2 | 1 | 7 | 76 | 0 | 0 | 76 |
| 808 | Plattsmouth | St. John's School | Sister M. Alphonso | 0 | 3 | 25 | 34 | 0 | 0 | 0 | 0 | 0 | 150 | 0 | 0 | 150 |
| 809 | Wahoo | Luther Academy | S. M. Hill, professor | 3 | 2 | 24 | 17 | 14 | 4 | 6 | 7 | 11 | 48 | 0 | 0 | 48 |
| 810 | Weeping Water | Weeping Water Academy | George Hindley | 4 | 1 | 30 | 35 | 3 | 1 | 7 | 6 | 0 | 74 | 0 | 0 | 74 |
| 811 | York | School of the Holy Family | Ursuline Sisters | 0 | 2 | 0 | 36 | 0 | 0 | 0 | 0 | 0 | 74 | 0 | 0 | 74 |
| 812 | do | York College | J. George | 3 | 1 | 27 | 11 | 0 | 0 | 0 | 0 | 1 | 70 | 0 | 0 | 70 |
| NEVADA. | | | | | | | | | | | | | | | | |
| 813 | Icono | The Bishop Whitaker School for Girls | Miss Julia Megquier | 0 | 4 | 0 | 40 | 0 | 0 | 0 | 0 | 0 | 24 | 0 | 0 | 24 |
| NEW HAMPSHIRE. | | | | | | | | | | | | | | | | |
| 814 | Andover | Proctor Academy | True W. White, A. M. | 1 | 3 | 22 | 25 | 3 | 2 | 1 | 0 | 0 | 9 | 0 | 0 | 10 |
| 815 | Atkinson | Atkinson Academy | T. B. Rice | 1 | 1 | 19 | 16 | 0 | 0 | 6 | 3 | 2 | 10 | 0 | 0 | 10 |
| 816 | Canterbury | Kezer Seminary | Willard E. Conant | 1 | 1 | 16 | 23 | 0 | 0 | 0 | 0 | 0 | 15 | 0 | 0 | 15 |
| 817 | Colebrook | Colebrook Academy | James Monahan | 1 | 1 | 11 | 18 | 0 | 0 | 0 | 0 | 0 | 61 | 0 | 0 | 61 |
| 818 | Concord | Saint Mary's School | Miss E. M. M. Gairforth | 0 | 2 | 0 | 20 | 0 | 3 | 0 | 1 | 8 | 5 | 0 | 0 | 5 |
| 819 | do | St. Paul's School | Rev. Henry A. Colt, D. D. | 21 | 0 | 212 | 0 | 0 | 0 | 0 | 0 | 0 | 91 | 0 | 0 | 91 |
| 820 | Derry | Pinkerton Academy | G. W. Bingham | 2 | 4 | 38 | 43 | 7 | 2 | 15 | 16 | 8 | 44 | 0 | 0 | 44 |
| 821 | Exeter | Phillips Exeter Academy | Charles Everett Fish | 11 | 0 | 373 | 0 | 290 | 0 | 63 | 0 | 80 | 0 | 0 | 0 | 80 |
| 822 | do | Robinson Seminary | George N. Cross | 0 | 6 | 0 | 90 | 0 | 5 | 0 | 0 | 23 | 110 | 0 | 0 | 110 |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART I—Continued.

| Post-office. | Name of school. | Principal. | Religious denomination. | Secondary instructors. | | Students. | | | | Total number of graduates, 1891. | Total number of pupils in elementary grade. | | |
|--------------------------|------------------|---|-------------------------|------------------------|---------|------------------------|---------|-------------------|---------|----------------------------------|---|--------------------|---------|
| | | | | Secondary. | | Preparing for college. | | Classical course. | | | | Scientific course. | |
| | | | | Male. | Female. | Male. | Female. | Male. | Female. | | | Male. | Female. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| NEW HAMPSHIRE—continued. | | | | | | | | | | | | | |
| 823 | Francetown | Charles A. Conners | Nonsect. | 1 | 1 | 20 | 17 | 1 | 0 | 0 | 0 | 0 | 0 |
| 824 | Gilmantown | S. W. Robertson | Cong. | 2 | 2 | 24 | 26 | 1 | 0 | 2 | 0 | 2 | 0 |
| 825 | Hampton | Jack Sanborn | Nonsect. | 1 | 1 | 25 | 24 | 0 | 0 | 3 | 0 | 3 | 0 |
| 826 | Haverhill | Chas. S. Earle | Nonsect. | 1 | 2 | 12 | 15 | 4 | 0 | 0 | 0 | 11 | 48 |
| 827 | Kingson | W. H. Clark | Nonsect. | 1 | 3 | 37 | 27 | 5 | 3 | 4 | 0 | 1 | 20 |
| 828 | Merriden | W. H. Cummings | Cong. | 2 | 2 | 54 | 51 | 23 | 9 | 5 | 0 | 2 | 0 |
| 829 | New Hampton | A. B. Meserve | Free-will B. | 6 | 3 | 86 | 62 | 14 | 5 | 12 | 21 | 62 | 85 |
| 830 | New London | Albert L. Blair | Bapt. | 4 | 5 | 49 | 62 | 4 | 2 | 1 | 0 | 4 | 0 |
| 831 | Northwood Center | F. L. Patten | Cong. | 2 | 1 | 15 | 25 | 4 | 2 | 1 | 0 | 4 | 0 |
| 832 | Pembroke | Isaac Walker | Cong. | 1 | 2 | 25 | 41 | 5 | 2 | 0 | 0 | 11 | 0 |
| 833 | Plymouth | Rev. F. C. Coolbough | P. E. | 3 | 0 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| 834 | Portsmouth | Miss A. C. Morgan | Nonsect. | 0 | 2 | 0 | 25 | 0 | 0 | 0 | 0 | 0 | 0 |
| 835 | do. | Lewis E. Smith | Nonsect. | 3 | 1 | 43 | 11 | 11 | 0 | 4 | 0 | 12 | 0 |
| 836 | Reeds Ferry | J. Elwyn Bates | Nonsect. | 1 | 1 | 21 | 20 | 2 | 0 | 1 | 0 | 0 | 0 |
| 837 | Straford Corner | A. E. Thomas | Free-will B. | 1 | 1 | 27 | 11 | 4 | 0 | 0 | 0 | 12 | 0 |
| 838 | Wolboro. | Edwin H. Lord | Nonsect. | 5 | 3 | 46 | 56 | 2 | 8 | 0 | 0 | 4 | 37 |
| NEW JERSEY. | | | | | | | | | | | | | |
| 839 | Belvidere | George H. Hooper | Nonsect. | 1 | 1 | 9 | 11 | 1 | 1 | 0 | 0 | 2 | 5 |
| 840 | Beverly | James B. Dilks, A. M. | Presb. | 4 | 3 | 8 | 20 | 1 | 1 | 0 | 0 | 0 | 99 |
| 841 | Blairstown | J. H. Shumaker | Presb. | 1 | 4 | 59 | 50 | 50 | 3 | 10 | 0 | 8 | 0 |
| 842 | Bloomfield | Rev. Charles E. Knox, D. D., president. | Presb. | 4 | 0 | 33 | 0 | 28 | 0 | 0 | 0 | 5 | 0 |
| 843 | Bordentown | Rev. Robert Julien, A. M. | Nonsect. | 1 | 1 | 13 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| 844 | do. | Rev. Thompson H. Landon. | Nonsect. | 7 | 0 | 51 | 75 | 34 | 1 | 16 | 2 | 30 | 13 |
| 845 | Bridgetown | H. K. Trask | Bapt. | 5 | 7 | 125 | 75 | 0 | 0 | 0 | 0 | 0 | 0 |
| 846 | do. | Phoebus W. Lyon. | Phoebus W. Lyon. | 2 | 0 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | |
|-------------|---------------|---|--------------------------------|----|----|-----|-----|-----|----|-----|----|-----|
| 847 | Burlington | Van Rensselaer Seminary | Miss Helen M. Freeman | 1 | 1 | 8 | 12 | 1 | 1 | 0 | 2 | 11 |
| 848 | Cimarron | Westfield Friends' School | Mrs. Annie L. Croasdale | 0 | 1 | 4 | 7 | 0 | 1 | 0 | 2 | 20 |
| 849 | Deckertown | English and Classical Home School | W. H. Seeley | 1 | 1 | 8 | 7 | 1 | 0 | 0 | 0 | 0 |
| 850 | Elizabeth | Elizabeth Institute | Miss H. Higgins | 0 | 2 | 0 | 30 | 0 | 1 | 0 | 2 | 33 |
| 851 | do | English and French School for Young Ladies and Little Girls | Misses Val and Deane | 0 | 2 | 0 | 50 | 0 | 0 | 0 | 0 | 30 |
| 852 | do | The Pingry School | Pingry & Lytle | 7 | 2 | 97 | 0 | 30 | 0 | 20 | 6 | 0 |
| 853 | Englewood | School for Boys | W. Wilberforce Smith | 4 | 2 | 40 | 0 | 18 | 0 | 15 | 0 | 0 |
| 854 | Fort Lee | Institute of Holy Angels | Sister M. Nouna, superior | 0 | 7 | 0 | 52 | 0 | 10 | 0 | 10 | 18 |
| 855 | Freehold | Freehold Institute | Presb. A. A. Chambers | 3 | 0 | 44 | 0 | 10 | 0 | 2 | 0 | 14 |
| 856 | do | Young Ladies' Seminary | Miss Eunice D. Sewall | 0 | 1 | 0 | 40 | 0 | 0 | 0 | 7 | 0 |
| 857 | Hightstown | Hightstown Seminary | Frank D. Budlong | 0 | 3 | 0 | 20 | 0 | 0 | 0 | 3 | 15 |
| 858 | do | Peddie Institute | Herbert E. Slaughter, A. M. | 6 | 9 | 125 | 101 | 40 | 10 | 5 | 0 | 0 |
| 859 | do | Phillips Classical School | Henry L. Phillips | 1 | 0 | 11 | 0 | 1 | 0 | 0 | 25 | 0 |
| 860 | Hoboken | Hoboken Academy | Arnold Güllig | 2 | 1 | 50 | 21 | 0 | 0 | 3 | 0 | 233 |
| 861 | do | Stevens School | Rev. Edward Wall, A. M. | 10 | 0 | 233 | 0 | 12 | 0 | 180 | 0 | 13 |
| 862 | Jersey City | Hasbrouck Institute | Charles C. Stimeis, A. M. | 8 | 4 | 100 | 75 | 50 | 10 | 20 | 5 | 125 |
| 863 | do | St. Dominic's Academy | Superior of the Community | 0 | 4 | 25 | 50 | 6 | 15 | 0 | 0 | 35 |
| 864 | do | St. Peter's College | Henry Kavanagh, S. J. | 3 | 0 | 87 | 0 | 0 | 0 | 0 | 0 | 19 |
| 865 | Lakewood | Lakewood Heights School | James W. Morey, A. M. | 6 | 0 | 17 | 0 | 3 | 0 | 10 | 1 | 11 |
| 866 | do | "The Oaks" | Miss E. L. Farrington | 0 | 5 | 0 | 20 | 0 | 0 | 0 | 0 | 20 |
| 867 | Lawrenceville | Lawrenceville School | James C. Mackenzie | 12 | 0 | 227 | 0 | 170 | 0 | 57 | 0 | 0 |
| 868 | Matawan | Glenwood Collegiate Institute | Chas. A. Jagger, A. M., Ph. D. | 2 | 3 | 48 | 41 | 4 | 0 | 2 | 0 | 17 |
| 869 | Millville | Millville Academy | H. L. Atkinson, A. M. | 2 | 2 | 39 | 19 | 20 | 2 | 0 | 0 | 3 |
| 870 | Montclair | Military Academy | J. G. MacVicar | 2 | 0 | 31 | 0 | 20 | 0 | 11 | 0 | 40 |
| 871 | Moorestown | Friends' High School | George E. Mearns | 1 | 2 | 28 | 19 | 0 | 0 | 0 | 12 | 51 |
| 872 | Morristown | Miss Dana's School | Miss E. E. Dunn | 0 | 11 | 0 | 99 | 0 | 0 | 0 | 2 | 41 |
| 873 | do | Morris Academy | Charles D. Platt | 5 | 1 | 0 | 40 | 0 | 0 | 0 | 0 | 0 |
| 874 | Mount Holly | Mount Holly Academy | Henry M. Walcott | 1 | 1 | 31 | 0 | 10 | 0 | 0 | 6 | 46 |
| 875 | Newark | Newark Academy | Samuel A. Bryant | 7 | 0 | 148 | 0 | 37 | 0 | 60 | 0 | 100 |
| 876 | do | Seminary for Young Ladies | Miss Anna F. Whitmore | 1 | 5 | 0 | 36 | 0 | 8 | 0 | 2 | 3 |
| 877 | New Brunswick | Misses Anable's School | Miss Harriet J. Anable | 1 | 9 | 0 | 40 | 0 | 3 | 0 | 0 | 25 |
| 878 | Newtown | Collegiate Institute | Joel Wilson | 2 | 2 | 51 | 17 | 10 | 5 | 5 | 0 | 22 |
| 879 | Orange | Dearborn-Morgan School | Dearborn, Morgan & Kennedy | 2 | 7 | 0 | 149 | 0 | 0 | 0 | 0 | 127 |
| 880 | Paterson | Classical and Scientific | L. A. Rogers, A. M. | 3 | 0 | 50 | 0 | 0 | 0 | 0 | 0 | 0 |
| 881 | Plainfield | Mr. Leal's School for Boys | John Leal | 4 | 0 | 55 | 0 | 25 | 0 | 8 | 0 | 24 |
| 882 | do | Seminary for Young Ladies | Miss E. E. Kenyon | 1 | 6 | 0 | 60 | 0 | 0 | 0 | 3 | 32 |
| 883 | Princeton | Preparatory School | J. B. Fine | 5 | 0 | 60 | 0 | 40 | 0 | 20 | 0 | 0 |
| 884 | Sharon | Friends' Select School | Mrs. R. H. Reinhardt | 0 | 2 | 20 | 6 | 0 | 0 | 1 | 3 | 0 |
| 885 | Short Hills | Baquet Institute | Harriet L. Baquet (Miss) | 0 | 4 | 0 | 30 | 1 | 0 | 0 | 0 | 5 |
| 886 | Somerville | Classical School | Prof. J. A. Metc | 0 | 2 | 13 | 11 | 6 | 1 | 0 | 4 | 31 |
| 887 | Sommit | Collegiate Institute | Martin Bähler | 0 | 2 | 0 | 30 | 0 | 0 | 0 | 0 | 12 |
| 888 | do | Summit Academy | James Heard, A. M. | 4 | 0 | 29 | 0 | 0 | 0 | 2 | 0 | 8 |
| 889 | Woodstown | Woodstown Academy | A. C. Norris | 1 | 1 | 35 | 53 | 2 | 0 | 0 | 3 | 22 |
| NEW MEXICO. | | | | | | | | | | | | |
| 890 | Bernalillo | St. Nicholas Academy | Rev. Bro. Gabriel of Mary | 2 | 0 | 43 | 0 | 0 | 0 | 0 | 0 | 57 |
| 891 | Las Cruces | Academy of the Visitation | Sister M. Praxedos | 0 | 1 | 0 | 25 | 0 | 0 | 0 | 0 | 90 |

| | | | | | | | | | | | | | |
|-----|---------------------------------|---|---------------------------------------|---|----|-----|-----|----------|----|----|----|----------|-----|
| 915 | do | The Brooklyn Latin School | Caske Harrison, A. M. | 6 | 0 | 60 | 0 | 0 | 0 | 15 | 0 | 20 | 25 |
| 916 | do | Chenevère Institute for Boys and Girls. | William A. and Madame J. M. Stamm. | 1 | 2 | 26 | 17 | 4 | 0 | | | | 53 |
| 917 | Brooklyn (119 Sixth ave.) | Christiansen Institute. | Mrs. E. C. Stacker | 0 | 1 | 0 | 12 | | | | | 2 | 60 |
| 918 | Brooklyn | College Grammar School. | Levi Wells Hart. | | | | | | | | | | |
| 919 | Brooklyn (139 Clinton st.) | Prof. Deghüé's School for Young Ladies. | Joseph Deghüé, Charles J. Deghüé. | 3 | 1 | 0 | 24 | | | 2 | 0 | | 18 |
| 920 | Brooklyn (209 Clinton st.) | Female Institute of the Visitation. | Sisters of the Visitation. | 0 | 6 | 0 | 100 | | | | | | 30 |
| 921 | Brooklyn (310 State st.) | German-American Academy. | Joseph Deghüé. | 4 | 0 | 50 | 0 | 5 | 0 | 3 | 0 | 5 | 25 |
| 922 | Brooklyn | Mrs. Goodwin's School for Girls. | Mrs. Robert Goodwin. | 0 | 5 | 0 | 40 | 0 | 1 | 0 | 1 | 4 | 14 |
| 923 | do | Pratt Institute—Technical—High School Department. | William O. Pratt. | 6 | 4 | 40 | 20 | Nonsect. | | | | 10 | |
| 924 | do | Miss Romond's School for Girls. | Miss Christiana Rounds. | 0 | 6 | 0 | 43 | 0 | 4 | 0 | 0 | 3 | 27 |
| 925 | do | Young Ladies' Seminary. | Miss I. P. Whitcomb. | 0 | 2 | 0 | 59 | | | | | | |
| 926 | Buffalo | The Buffalo Seminary. | Mrs. C. F. Hart. | 1 | 7 | 0 | 96 | | | | | 19 | 139 |
| 927 | Buffalo (129 College st.) | English Classical and Mathematical School for Boys. | Lucius E. Hawley, A. M. | 2 | 0 | 18 | 0 | | | | | | 0 |
| 928 | Buffalo (621-623 Delaware ave.) | Heathcoate School. | Lester Wheeler | 2 | 0 | 35 | 0 | 20 | 0 | 15 | 0 | 15 | 30 |
| 929 | Buffalo | Holy Angels Academy | Sister D. Kirby | 0 | 4 | 0 | 37 | 0 | 0 | | | | 188 |
| 930 | do | Sacred Heart High School | Sister M. Leonard. | 0 | 4 | 0 | 35 | | | | | | 75 |
| 931 | Canandaigua | Canandaigua Academy | J. Carlton Norris. | 3 | 3 | 109 | 0 | 35 | 0 | 10 | 0 | 16 | 0 |
| 932 | do | Granger Place School for Young Ladies. | Miss Caroline A. Comstock, president. | 1 | 6 | 0 | 59 | 0 | 3 | 0 | 0 | 0 | 39 |
| 933 | Canistota | Canistota Academy | D. M. Estee. | 1 | 2 | 45 | 53 | 1 | 2 | 4 | 5 | 16 | 181 |
| 934 | Carnel | Drew Seminary and Female College. | Geo. Crosby Smith, President. | 1 | 2 | 0 | 33 | | | | | | 5 |
| 935 | Carthage | St. James School | Sister M. Josephine | 0 | 2 | 42 | 52 | 4 | 2 | | | | 166 |
| 936 | Cazenovia | The Cazenovia Seminary | Isaac N. Clements. | 6 | 3 | 127 | 115 | 23 | 5 | 10 | 0 | 34 | 0 |
| 937 | Chappagua | Mountain Institute | S. Collins. | 3 | 4 | 40 | 38 | 3 | 0 | 4 | 0 | 5 | 6 |
| 938 | Cincinnati | Cincinnati Academy | G. S. Kraizer. | 1 | 2 | 22 | 30 | 2 | 0 | 3 | 0 | 2 | 8 |
| 939 | Claverack | Claverack College and Hudson River Institute. | Arthur H. Flack, president. | 0 | 7 | 74 | 61 | 19 | 1 | 10 | 0 | 21 | 19 |
| 940 | Clifton Springs. | Female Seminary | William A. Deering, A. M. | 1 | 4 | 21 | 33 | 0 | 1 | 5 | 12 | 3 | 13 |
| 941 | do | Cottage Seminary | Rev. C. W. Hawley, A. M. | 1 | 2 | 0 | 34 | 0 | 2 | | | 2 | 39 |
| 942 | do | Houghton Seminary | A. G. Benedict. | 1 | 5 | 0 | 83 | 0 | 0 | 3 | | 13 | 18 |
| 943 | Cornwall-on-Hudson | Cornwall Heights School | Charles H. Stone | 1 | 0 | 12 | 0 | 8 | 0 | 0 | | 0 | 12 |
| 944 | Delhi | Delaware Academy | Willis D. Graves. | 2 | 2 | 74 | 72 | 15 | 6 | 7 | 0 | 11 | 55 |
| 945 | Dobbs Ferry | Boarding and Day School | The Misses Masters | 3 | 11 | 0 | 85 | | | | | | 18 |
| 946 | do | Westminster School | W. L. Cushing | 7 | 0 | 66 | 0 | 60 | 0 | 6 | 0 | 6 | 0 |
| 947 | Dundee | Preparatory School | E. E. Cates. | 1 | 3 | 75 | 91 | 5 | 6 | | | 9 | 0 |
| 948 | East Springfield | East Springfield Academy | A. M. Hollister, A. M. | 1 | 0 | 24 | 25 | 0 | 0 | 0 | 0 | 4 | 0 |
| 949 | Eddytown | Starkey Seminary | G. R. Hammond, Ph. D. | 2 | 2 | 69 | 43 | 5 | 1 | | | 8 | 32 |
| 950 | Elba | Private School | Miss Mary H. Hollister | 0 | 1 | 6 | 4 | 0 | | | | Nonsect. | 22 |
| 951 | Elbridge | Munroe Collegiate Institute. | Truman K. Wright | 2 | 2 | 30 | 22 | 5 | 0 | 0 | 0 | 10 | 38 |
| 952 | Elmira | St. Ursula School. | Miss J. A. E. Chalmers | 0 | 2 | 0 | 30 | | | | | | 15 |
| 953 | Fairfield | Fairfield Seminary | D. D. and F. L. Ware | 6 | 8 | 100 | 70 | 19 | 13 | 14 | 4 | 28 | 0 |
| 954 | Flatbush | Erasmus Hall Seminary. | Rev. K. G. Strong. | 2 | 1 | 13 | 11 | 9 | 1 | 1 | 0 | 2 | 51 |
| 955 | Flushing | Flushing Institute. | E. A. Fairchild. | 2 | 0 | 42 | 11 | 0 | 0 | 1 | 0 | 0 | 10 |
| | | | Nonsect. | 4 | | | | | | | | | |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART I—Continued.

| Post-office. | Name of school. | Principal. | Religious denomination. | Secondary instruct-ors. | | Students. | | | | | | | | Total number of grad-uates, 1891. | Total number of pupils in elementary grade. | | | | |
|------------------|------------------------|---------------------------------------|-------------------------|-------------------------|----|-----------|-----|------------------------|---------|-------------------|---------|-------|-----|-----------------------------------|---|---------|--|--------------------|---------|
| | | | | Male. | | Female. | | Preparing for college. | | | | Male. | | | | Female. | | | |
| | | | | | | | | Secondary. | | Classical course. | | | | | | | | Scientific course. | |
| | | | | | | | | Male. | Female. | Male. | Female. | | | | | | | Male. | Female. |
| | | | | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | | |
| NEW YORK—cont'd. | | | | | | | | | | | | | | | | | | | |
| 956 | Flushing..... | St. Joseph's Academy | Nonsect..... | 0 | 10 | 0 | 75 | 0 | 0 | 0 | 1 | 12 | 55 | | | | | | |
| 957 | Fort Edward..... | Collegiate Institute..... | Nonsect..... | 3 | 9 | 0 | 108 | 0 | 2 | 0 | 2 | 10 | 8 | | | | | | |
| 958 | Fort Plain..... | Clinton Institute..... | Univ..... | 0 | 4 | 66 | 102 | 9 | 1 | 8 | 3 | 18 | 35 | | | | | | |
| 959 | Franklinville..... | Ten Broeck Free Academy..... | Nonsect..... | 1 | 1 | 26 | 26 | 11 | 2 | 0 | 0 | 7 | 91 | | | | | | |
| 960 | Garden City, L. I..... | Cathedral School of St. Mary..... | P. E..... | 2 | 3 | 4 | 20 | 0 | 7 | 0 | 3 | 0 | 36 | | | | | | |
| 961 | do..... | Cathedral School of St. Paul..... | P. E..... | 10 | 0 | 102 | 0 | 51 | 0 | 51 | 0 | 4 | 0 | | | | | | |
| 962 | Geneva..... | De Lancy School..... | Epis..... | 1 | 1 | 2 | 20 | 0 | 1 | 0 | 0 | 5 | 22 | | | | | | |
| 963 | Gilbertsville..... | Academy and Collegiate Institute..... | Nonsect..... | 1 | 3 | 35 | 25 | 4 | 1 | 0 | 0 | 7 | 40 | | | | | | |
| 964 | Glen Cove..... | Mrs. E. A. Hopkins's School..... | Nonsect..... | 1 | 0 | 8 | 10 | 0 | 0 | 0 | 0 | 7 | 8 | | | | | | |
| 965 | Goshen..... | Miss Mary O. Hogarth..... | Epis..... | 0 | 2 | 0 | 23 | 0 | 1 | 0 | 0 | 6 | 6 | | | | | | |
| 966 | Greenville..... | Greenville Academy..... | Presb..... | 1 | 1 | 31 | 32 | 0 | 0 | 0 | 0 | 0 | 6 | | | | | | |
| 967 | Hamilton..... | Colgate Academy..... | Bapt..... | 6 | 0 | 179 | 6 | 140 | 5 | 15 | 0 | 15 | 0 | | | | | | |
| 968 | Hartwick Seminary..... | Hartwick Seminary..... | Luth..... | 3 | 2 | 55 | 21 | 34 | 6 | 0 | 0 | 12 | 0 | | | | | | |
| 969 | Havana..... | Cook Academy..... | Bapt..... | 5 | 4 | 76 | 84 | 34 | 0 | 0 | 0 | 16 | 0 | | | | | | |
| 970 | Hudson..... | The Misses Skinner's School..... | Nonsect..... | 0 | 0 | 9 | 0 | 3 | 0 | 35 | 0 | 16 | 0 | | | | | | |
| 971 | Ithaca..... | The Cassadilla School..... | Nonsect..... | 13 | 0 | 49 | 0 | 0 | 0 | 0 | 0 | 14 | 0 | | | | | | |
| 972 | Kinderhook..... | Kinderhook Academy..... | Nonsect..... | 0 | 2 | 27 | 51 | 5 | 2 | 2 | 1 | 9 | 48 | | | | | | |
| 973 | Lansingburgh..... | Lansingburgh Academy..... | Nonsect..... | 2 | 2 | 36 | 17 | 2 | 1 | 15 | 1 | 123 | 0 | | | | | | |
| 974 | Le Roy..... | Academic Institute..... | Nonsect..... | 1 | 3 | 36 | 17 | 2 | 1 | 15 | 1 | 24 | 0 | | | | | | |
| 975 | Lima..... | Genesee Wesleyan Seminary..... | M. E..... | 4 | 2 | 71 | 45 | 10 | 2 | 25 | 15 | 24 | 27 | | | | | | |
| 976 | Locust..... | Friends' Academy..... | Friends..... | 2 | 2 | 28 | 27 | 0 | 0 | 8 | 4 | 0 | 0 | | | | | | |
| 977 | Long Island City..... | Astoria Latin School..... | Nonsect..... | 1 | 1 | 13 | 13 | 1 | 1 | 1 | 0 | 10 | 42 | | | | | | |
| 978 | Macedon Center..... | Macedon Academy..... | Nonsect..... | 1 | 2 | 19 | 15 | 19 | 2 | 5 | 7 | 11 | 16 | | | | | | |
| 979 | Marion..... | Collegiate Institute..... | Bapt..... | 1 | 3 | 41 | 51 | 13 | 2 | 5 | 7 | 11 | 16 | | | | | | |
| 980 | Middletown..... | Mount Joy School..... | Epis..... | 1 | 1 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 100 | | | | | | |
| 981 | Moriah..... | Sherman Academy..... | Nonsect..... | 1 | 1 | 45 | 50 | 8 | 3 | 10 | 5 | 3 | 27 | | | | | | |
| 982 | Mount Vernon..... | Collegiate School for Girls..... | Nonsect..... | 1 | 0 | 0 | 65 | 0 | 0 | 0 | 0 | 3 | 0 | | | | | | |

| | | | | | | | | | | | | | | |
|------|--|---|--------------------------------------|---------|----|----|-----|-----|-----|-----|-----|-----|-----|-----|
| 983 | Nannet | Home School | Miss Martha A. Wright | Bapt | 0 | 1 | 0 | 4 | 0 | 0 | 0 | 0 | 3 | 6 |
| 984 | New Brighton, S. I. | Brighton Heights Seminary | George W. Cook, Ph. D. | Nonsect | 1 | 1 | 2 | 30 | 0 | 0 | 0 | 0 | 1 | 20 |
| 985 | do | St. Austin's School | Rev. Alfred G. Mortimer, D. D. | P. E. | 2 | 0 | 41 | 15 | 0 | 7 | 0 | 2 | 2 | 23 |
| 986 | New Brighton (52 La Fayette ave.) | Unity English and Classical School for Boys | John M. Hawkins, Ph. D. | P. E. | 1 | 0 | 29 | 1 | 19 | 1 | 4 | 0 | --- | 10 |
| 987 | New York (117, 119 West 125th st.) | Siglar's Preparatory School | Henry W. Siglar | Nonsect | 4 | 0 | 44 | 0 | 0 | --- | --- | --- | --- | 89 |
| 988 | New York (20 West 44th st.) | The Barnard School | William Livingston Hazen | Nonsect | 3 | 0 | 50 | 0 | 20 | 0 | 30 | 0 | 8 | 50 |
| 989 | New York (17 West 44th st.) | Berkeley School | John S. White, LL. D. | Nonsect | 12 | 2 | 175 | 0 | 100 | 0 | 75 | 0 | 23 | 0 |
| 990 | New York (17 West 44th st.) | Brearley School | James G. Crowell | Nonsect | 3 | 17 | 0 | 150 | 0 | 11 | 0 | 0 | --- | 0 |
| 991 | New York (181 West 43d st.) | Dr. Callisen's School for Boys | Dr. A. Callisen, A. W. Callisen, Jr. | Nonsect | 5 | 0 | 47 | 0 | 32 | 0 | 10 | 0 | 4 | 21 |
| 992 | New York (161 Madison ave.) | Classical School for Girls | Misses North and Barnes | Nonsect | 1 | 3 | 0 | 34 | 0 | 4 | 0 | 14 | 10 | 33 |
| 993 | New York (721 Madison ave.) | The Collegiate School | Rev. Henry B. Chapin, D. D., Ph. D. | Nonsect | 2 | 0 | 25 | 0 | 10 | 0 | 4 | 0 | --- | 50 |
| 994 | New York (51st st., near Madison ave.) | Columbia Grammar School | Bacon & Campbell | --- | 18 | 0 | 220 | 0 | --- | --- | --- | --- | --- | 40 |
| 995 | New York | Comstock School | Miss Lydia Day | Nonsect | 3 | 5 | 0 | 80 | --- | --- | --- | --- | --- | --- |
| 996 | do | The Cutler School | Arthur H. Cutler | Nonsect | 4 | 0 | 75 | 0 | 70 | 0 | 5 | 0 | 12 | 55 |
| 997 | do | Dwight School | Henry C. Miller, Arthur Williams | Nonsect | 7 | 0 | 77 | 0 | 40 | 0 | 27 | 0 | 24 | 0 |
| 998 | New York (Manhattanville) | Female Academy of the Sacred Heart | Miss Sarah Jones, president | R. C. | 0 | 14 | 0 | 122 | 0 | 0 | 0 | 0 | 10 | 123 |
| 999 | New York | Friends' Seminary | Edward A. H. Allen | Friends | 2 | 5 | 15 | 37 | --- | --- | --- | --- | 3 | 68 |
| 1000 | do | Miss Gibbons's School | Miss Sarah H. Emerson | Nonsect | 0 | 2 | 0 | 32 | 0 | 5 | --- | --- | --- | 18 |
| 1001 | do | Heldenfild Institute | Dr. Theodore E. Heldenfild | --- | 5 | 6 | 53 | 45 | 3 | 4 | 0 | --- | --- | 34 |
| 1002 | do | Holy Cross Academy | Sister M. Helena | R. C. | 0 | 3 | 0 | 25 | --- | --- | --- | --- | --- | 25 |
| 1003 | New York (20 West 59th st.) | The Irving School | Louis Dwight Ray | Nonsect | 1 | 0 | 12 | 0 | 7 | 0 | 2 | 0 | 2 | 2 |
| 1004 | New York (10 East 75th st.) | Miss Elizabeth L. Koues's School | Miss Elizabeth L. Koues | Nonsect | 0 | 3 | 0 | 25 | 0 | 9 | 0 | 0 | --- | 13 |
| 1005 | New York | LaSalle Academy | Rev. Brother Agapas | R. C. | 7 | 0 | 124 | 0 | 12 | 0 | 0 | 0 | 32 | 146 |
| 1006 | do | Lenox Institute | Andrew Zerbahn | Nonsect | 3 | 0 | 15 | 15 | 5 | 0 | 5 | 0 | 0 | 35 |
| 1007 | New York (251 West 101st st.) | John MacMullen's School | John MacMullen | Nonsect | 1 | 0 | 10 | 0 | 2 | 0 | 2 | 0 | 1 | 5 |
| 1008 | New York (423 Madison ave.) | I. H. Morse's Private School | I. H. Morse | Nonsect | 4 | 2 | 43 | 0 | --- | --- | --- | --- | --- | 15 |
| 1009 | New York | Miss Newell's School for Girls | Miss E. M. Newell | Nonsect | 0 | 1 | 0 | 8 | 0 | 4 | 0 | 0 | 0 | 17 |
| 1010 | New York (Station J) | Riverside School | Miss Emily A. Ward | Nonsect | 0 | 2 | 2 | 20 | 0 | 20 | --- | --- | --- | 71 |
| 1011 | New York (38 West 53rd st.) | Dr. Julius Sachs's Collegiate Institute | Dr. Julius Sachs | Nonsect | 9 | 1 | 140 | 0 | 45 | 0 | 10 | 0 | --- | 80 |
| 1012 | New York (Star D) | St. Bridget's Academy | Sister M. Sophia | R. C. | 0 | 2 | 0 | 29 | --- | --- | --- | --- | 4 | 119 |
| 1013 | New York (231 East 17th st.) | St. John Baptist School | Sisters of St. John Baptist | P. E. | 0 | 6 | 0 | 25 | 0 | 2 | 0 | 0 | 5 | 10 |
| 1014 | New York (224 West 58th st.) | St. Louis College | John P. Brophy | R. C. | 7 | 0 | 24 | 0 | 2 | 0 | 1 | 0 | 3 | 36 |
| 1015 | New York (6, 8 East 46th st.) | St. Mary's School | Sister in charge | P. E. | 2 | 13 | 0 | 120 | --- | --- | --- | 0 | 10 | 17 |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART I—Continued.

| | Post-office. | Name of school. | Principal. | Religious denomination. | Students. | | | | | | | | Total number of graduates, 1891. | Total number of pupils in elementary grade. |
|------|---------------------------------------|--|--|-------------------------|------------------------|---------|------------------------|---------|-------|---------|--------------------|----|----------------------------------|---|
| | | | | | Secondary instructors. | | Preparing for college. | | | | Scientific course. | | | |
| | | | | | Secondary. | | Classical course. | | | | | | | |
| | | | | | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| | NEW YORK—cont'd. | | | | | | | | | | | | | |
| 1016 | New York (Broome and Elizabeth sts.). | St. Matthew's Academy, The New York Gymnasium. | Rev. E. Bohm, director | Ev. Luth. | 5 | 0 | 52 | 0 | 52 | 0 | 0 | 0 | 5 | 292 |
| 1017 | New York (282 West 71st st.). | (The Van Norman Institute) | Madame Van Norman | Nonsect | 0 | 9 | 0 | 54 | 0 | 1 | | | 5 | 14 |
| 1018 | New York (711 Madison ave.). | Mrs. Leopold Weil's School for Girls. | Mrs. Leopold Weil | | 2 | 8 | 0 | 60 | 0 | 1 | 0 | 0 | | 10 |
| 1019 | New York (645 Madison ave.). | Woodbridge School | J. Woodbridge Davis, PH. D. | | 8 | 0 | 49 | 0 | 10 | 0 | 41 | 0 | 21 | 10 |
| 1020 | North Granville | North Granville Seminary | La Roy F. Griffin, A. M. | Nonsect | 1 | 5 | 21 | 22 | 1 | 0 | 0 | 0 | 0 | 32 |
| 1021 | Nyack | Nyack Seminary | Mrs. Imogene Bertholf | Epis | 0 | 2 | 0 | 20 | 1 | 4 | 0 | 3 | | 15 |
| 1022 | Oakfield | Cary Collegiate Seminary | Rev. C. C. Gove, A. M. | Epis | 2 | 2 | 28 | 23 | 10 | 15 | 4 | 7 | 3 | 25 |
| 1023 | Oxford | Oxford Academy | Frederick L. Gamage, A. M. | Nonsect | 1 | 1 | 50 | 60 | 2 | 0 | 5 | 13 | 15 | 116 |
| 1024 | Peekskill | Mohegan Lake School | Henry Waters | Nonsect | 3 | 1 | 30 | 0 | 6 | 0 | 18 | 0 | 2 | 17 |
| 1025 | do. | The Peekskill Military Academy | Dr. John W. Tilden | Nonsect | 10 | 0 | 150 | 0 | 19 | 0 | 12 | 0 | 22 | 5 |
| 1026 | do. | St. Gabriel's School | Sister Esther | Epis | 0 | 3 | 0 | 72 | | | | | 0 | 10 |
| 1027 | do. | Vineland Preparatory School | Carl A. Harstrom | Epis | 3 | 0 | 25 | 0 | 1 | 0 | 4 | 0 | 5 | 15 |
| 1028 | do. | Westchester County Institute | Charles Unterreiner | Nonsect | 1 | 1 | 17 | 9 | | | | | 0 | 15 |
| 1029 | do. | Worrall Hall | C. J. Wright | Nonsect | 2 | 5 | 42 | 0 | | | | | 0 | 0 |
| 1030 | Pelham Manor | Mr. Taft's School | Horace D. Taft | Nonsect | 2 | 2 | 17 | 0 | 14 | 0 | 3 | 0 | 2 | 0 |
| 1031 | Peterboro | Evans Academy | Earlmen Fenner | Nonsect | 1 | 1 | 39 | 32 | 0 | 0 | 13 | 10 | 0 | 21 |
| 1032 | Pine Plains | Seymour Smith Academy | Rev. Abraham Mattice, A. M. | Nonsect | 1 | 1 | 10 | 16 | 4 | 2 | 3 | 0 | 5 | 16 |
| 1033 | Plattsburg | D'Youville Academy | Sister McMillan | R. C. | 0 | 2 | 0 | 22 | 0 | 0 | 0 | 0 | 0 | 98 |
| 1034 | Pompey | Pompey Academy | Thomas H. Armstrong | Nonsect | 1 | 1 | 28 | 32 | 0 | 0 | 4 | 6 | 6 | 0 |
| 1035 | Poughkeepsie | Classical and Home Institute | Miss Sarah V. H. Butler | Nonsect | 0 | 4 | 0 | 30 | 0 | 2 | | | 2 | 20 |
| 1036 | do. | Lyndon-Hall School | Samuel W. Buck, A. M. | Nonsect | 2 | 6 | 0 | 93 | 0 | 20 | | | 8 | 64 |
| 1037 | do. | Military Institute | Dr. C. B. Warring, PH. D. | Nonsect | 5 | 0 | 42 | 0 | 2 | 0 | 7 | 0 | 0 | 15 |
| 1038 | do. | Quincy School | Miss Carrie E. Silloway | Nonsect | 0 | 2 | 13 | 13 | 1 | 6 | | | 0 | 38 |
| 1039 | do. | Riverview Academy | Joseph B. Bisbee, M. A., Harlan P. Amen, M. A. | Nonsect | 10 | 0 | 129 | 0 | 43 | 0 | 52 | 0 | 14 | 0 |
| 1040 | Randolph | Chamberlain Institute | Rev. J. T. Edwards, DD., LL. D. | M. E. | 5 | 4 | 100 | 103 | 12 | 8 | 20 | 12 | 29 | 0 |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART I—Continued.

| Post-office. | Name of school. | Principal. | Religious denomination. | Students. | | | | | | | | Total number of graduates, 1891. | Total number of pupils in elementary grade. |
|---------------------------|--------------------------------------|--------------------------------|-------------------------|------------------------|---------|------------|---------|-------------------|---------|--------------------|---------|----------------------------------|---|
| | | | | Secondary instructors. | | Secondary. | | Classical course. | | Scientific course. | | | |
| | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| NORTH CAROLINA—continued. | | | | | | | | | | | | | |
| Asheville | Bingham School | Robert Bingham | Nonsect. | 7 | 0 | 140 | 0 | 40 | 0 | 10 | 0 | 5 | 0 |
| Augusta | Augusta Seminary | J. D. Hodges | M. E. So. | 2 | 1 | 41 | 23 | 22 | 6 | 2 | 0 | — | 16 |
| Barnardsville | Mountain Dale Seminary | Walker Hurst | R. C. | 2 | 2 | 45 | 40 | 4 | 3 | 0 | 0 | 7 | 86 |
| Belmont | St. Mary's College | Rev. Julius Pohl, O. S. B. | R. C. | 9 | 0 | 93 | 0 | — | — | — | — | — | 17 |
| Belvidere | Belvidere Academy | Phariba W. White | Friends | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 49 |
| Bethany | High School | Robert H. Biesecker | Nonsect. | 1 | 1 | 10 | 10 | 6 | 4 | 9 | 1 | 0 | 46 |
| Bethel | Bethel Academy | Alva C. English | Meth. | 1 | 1 | 11 | 15 | 2 | 8 | 3 | 7 | 0 | 48 |
| Blowing Rock | Skyland Institute | F. Annette Jackson | Cong. | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 77 |
| Burlington | Burlington Academy | Wilbur E. Ormond | M. E. So. | 1 | 1 | 16 | 18 | 4 | 6 | 0 | 0 | 0 | 118 |
| do. | Misses McIver and Kirkland's School. | Misses McIver and Kirkland. | Presb. | 0 | 1 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 52 |
| Caldwell Institute | Caldwell Institute | J. H. McCracken | Nonsect. | 0 | 2 | 20 | 25 | 12 | 14 | 0 | 0 | 0 | 40 |
| Cameron | Cameron Academy | M. E. McIver | Nonsect. | 1 | 0 | 12 | 6 | 1 | 0 | 0 | 0 | 0 | 38 |
| Cape | Cross Roads Academy | W. P. White | Nonsect. | 1 | 0 | 16 | 1 | — | — | — | — | — | 60 |
| Cedar Grove | Cedar Grove Academy | Rev. J. B. Game | Nonsect. | 1 | 1 | 12 | 15 | — | — | — | — | — | 33 |
| Charlotte | Macon School | E. L. Reid, J. G. Baird | Nonsect. | 2 | 0 | 24 | 0 | 6 | 0 | 0 | 0 | — | 27 |
| Chocowinity | Trinity School | Rev. N. C. Hughes, D. D. | P. E. | 3 | 1 | 23 | 15 | — | — | — | — | — | 34 |
| Clayton | Utopian Institute | R. C. Guiley | Bapt. | 1 | 0 | 3 | 2 | 3 | 2 | — | — | — | 12 |
| Columbia | Columbia Academy | E. D. Burgess | Nonsect. | 1 | 0 | 13 | 13 | — | — | — | — | — | 31 |
| Como | Buckhorn Academy | Julien Henri Picot | Nonsect. | 2 | 0 | 23 | 0 | 15 | 0 | 0 | 0 | 4 | 221 |
| Concord | Male High School | L. A. Bickle | Nonsect. | 2 | 0 | 25 | 0 | 10 | 0 | 0 | 0 | 17 | 30 |
| Conover | Scotland Seminary | Rev. D. J. Satterfield, D. D. | Presb. | 1 | 3 | 0 | 48 | 0 | 0 | 0 | 0 | 0 | 25 |
| do. | Concordia College | R. A. Yoder | Luth. | 3 | 0 | 52 | 43 | — | — | — | — | — | 3 |
| Durham | Male Academy | L. T. Buchanan | Bapt. | 1 | 0 | 25 | 0 | 20 | 0 | — | — | 0 | 35 |
| do. | Methodist Female Seminary | Miss Carrie Wafford Carpenter. | Meth. | 1 | 1 | 1 | 24 | — | — | — | — | — | 47 |
| do. | Piney Grove Academy | C. W. Massey | Nonsect. | 1 | 0 | 2 | 4 | 1 | 0 | 3 | 2 | — | 45 |
| East Bend | Union High School | John T. Beubow, A. B. | Nonsect. | 2 | 1 | 50 | 32 | 0 | 0 | 1 | 1 | — | 71 |
| Ellenboro | High School | Lee W. Lynch | Nonsect. | 1 | 2 | 23 | 23 | — | — | — | — | — | — |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART I—Continued.

| Post-office. | Name of school. | Principal. | Religious denomination. | Secondary instructors. | | Students. | | | | Total number of graduates, 1891. | Total number of pupils in elementary grade. | | |
|---------------------------|------------------------------|----------------------------------|-------------------------|------------------------|---|------------|---------|------------------------|--------------------|----------------------------------|---|----|-----|
| | | | | | | Secondary. | | Preparing for college. | | | | | |
| | | | | | | Male. | Female. | Classical course. | Scientific course. | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| NORTH CAROLINA—continued. | | | | | | | | | | | | | |
| Raleigh | Peace Institute | James Dinwiddie | Nonsect | 0 | 7 | 0 | 70 | 25 | 0 | 6 | 0 | — | 91 |
| do | Raleigh Male Academy | Hugh Morson and C. B. Denison. | Nonsect | 3 | 0 | 86 | 0 | — | — | — | — | — | 38 |
| do | St. Mary's School | Rev. Bennett Smedes | P. E. | 1 | 9 | 0 | 150 | — | — | — | — | — | 30 |
| Reidsville | Female Seminary | Miss Annie L. Hughes | Presb. | 0 | 3 | 1 | 19 | 1 | 10 | — | — | 9 | 32 |
| Ridgeway | High School | John Graham | Nonsect | 1 | 1 | 10 | 7 | 10 | 7 | — | — | 0 | 33 |
| Rocky Point | Rocky Point Academy | Ellas B. Wilcox | Nonsect | 1 | 0 | 4 | 5 | 1 | 3 | 0 | — | 0 | 34 |
| Rubicon | Ingram-Branch High School | Samuel D. Cole | Nonsect | 1 | 1 | 15 | 12 | 6 | 5 | 3 | 0 | 0 | 63 |
| Rutherford | Military Institute | W. T. R. Bell | Nonsect | 3 | 0 | 60 | 0 | 50 | 0 | 10 | 0 | 12 | 47 |
| Salem | Boys' School | J. F. Brower | Moravian | 1 | 0 | 16 | 0 | 3 | 0 | — | — | — | 57 |
| Scotland Neck | Military School | W. C. Allen | Nonsect | 2 | 0 | 63 | 0 | 12 | 0 | 0 | 0 | 0 | 14 |
| Selma | Selma Academy | W. H. Pope | Nonsect | 1 | 0 | 10 | 6 | 3 | 2 | — | — | — | 18 |
| Snow Hill | Greene Academy | James B. Williams, sr | Nonsect | 1 | 1 | 5 | 12 | — | — | 2 | 3 | — | 14 |
| Southport | Southport Academy | A. I. Fitzgerald | Nonsect | 2 | 1 | 18 | 36 | 0 | 0 | 0 | 0 | 0 | 16 |
| Statesville | High School for Boys | H. T. Burke | Nonsect | 0 | 2 | 47 | 0 | 8 | 0 | 4 | 0 | — | 25 |
| do | Home School | Mrs. Fannie Morrow | Nonsect | 2 | 0 | 0 | 20 | 0 | 0 | — | — | — | 35 |
| Sweet Water | Bethel Academy | W. M. Francis | Bapt. | 1 | 0 | 4 | 4 | 4 | 3 | 0 | 0 | 0 | 20 |
| Taylorsville | High School | A. C. McIntosh and J. N. Correll | Nonsect | 1 | 1 | 43 | 39 | — | — | 3 | 0 | 5 | 63 |
| Thomasville | Female College | Frank H. Curtis | Nonsect | 1 | 2 | 22 | 21 | — | — | — | — | 0 | 20 |
| Trap Hill | Fair View College | Joel F. Smith | M. E. | 1 | 2 | 77 | 25 | — | — | — | — | — | 93 |
| Trenton | High School | W. H. Rhodes | Nonsect | 1 | 1 | 10 | 16 | 6 | 4 | — | — | — | 34 |
| Warrenton | Male Academy | C. H. Scott, A. M. | Nonsect | 1 | 0 | 11 | 0 | 6 | 0 | 4 | — | — | 4 |
| Warsaw | High School | L. S. Cannon | Miss. Bapt. | 0 | 1 | 22 | 15 | 4 | 2 | 8 | 0 | — | 28 |
| Washington | Miss Griffin's School | Miss H. E. Griffin | Nonsect | 0 | 1 | 1 | 20 | — | — | — | — | — | 17 |
| Wilmington | Cape Fear Academy | Washington Catlett | Nonsect | 2 | 0 | 81 | 0 | — | — | 1 | 0 | — | 0 |
| do | English and Classical School | Daniel Morrelle | P. E. | 1 | 0 | 22 | 10 | — | — | — | — | — | 1 |
| Wilson | Male Academy | E. Lee Middleton | Nonsect | 1 | 0 | 50 | 0 | 10 | 0 | 2 | 0 | 0 | 13 |
| Winston | Waters' Normal Institute | Rev. C. S. Brown | Bapt. | 2 | 2 | 24 | 30 | 3 | 2 | 0 | 0 | 0 | 108 |

| | | | | | | | | | | | | | |
|---------------|--------------------------------|---|---------------------------------------|----|----|------|-----|----|---|----|----|-----|-----|
| 1184 | Woodland | High School | N. W. Britton | 1 | 0 | 17 | 5 | 0 | 0 | 0 | 0 | 0 | 37 |
| 1185 | Yadkin College | Yadkin College | George W. Holmes | 2 | 1 | 30 | 20 | 1 | 2 | 0 | 0 | 4 | 27 |
| 1186 | Zionville | Zionville Academy | W. M. Jones | 1 | 1 | 20 | 21 | | | | | | 37 |
| NORTH DAKOTA. | | | | | | | | | | | | | |
| 1187 | Arvilla | Normal and Classical Academy | Rev. J. A. Brown, A. M. | 1 | 2 | 20 | 15 | 12 | 5 | 10 | 8 | 0 | 11 |
| 1188 | Grand Forks | St. Bernard's College and Convent. | Mother Stanislaus Rafet. | 1 | 1 | 3 | 30 | | | | | | 6 |
| 1189 | Jamestown | Jamestown College | Geo. Sumner Baskerville. | 2 | 3 | 10 | 13 | 1 | 0 | 3 | 0 | 3 | 0 |
| OHIO. | | | | | | | | | | | | | |
| 1190 | Ada | Ohio Normal University | Henry S. Lehr, president. | 26 | 8 | 1945 | 846 | | | | | 234 | 19 |
| 1191 | Austinburg | Grand River Institute | Rev. R. G. McClelland | 4 | 5 | 83 | 95 | | | | | 8 | 0 |
| 1192 | Barnesville | Friends' Boarding School | J. Hervey Dewees | 2 | 2 | 33 | 43 | 0 | 0 | | | 5 | 0 |
| 1193 | Central College | Central College Academy | M. H. Frank. | 3 | 0 | 29 | 27 | 4 | 4 | 8 | 2 | 0 | 0 |
| 1194 | Cincinnati | Collegiate School | Rev. J. Babin | 3 | 1 | 18 | 0 | 6 | 0 | | | | 0 |
| 1195 | do | Eden Park School for Girls | Madam Fredin | 0 | 4 | 0 | 40 | | | | | | |
| 1196 | Cincinnati, East | Miss Fisher's School for Young Ladies and Children. | Miss Eugenie Fisher | 0 | 2 | 0 | 16 | | | | | 1 | 48 |
| 1197 | Cincinnati, Walnut Hills. | Franklin School | Joseph E. White | 3 | 2 | 50 | 0 | 35 | 0 | 15 | 0 | 15 | 32 |
| 1198 | Cincinnati | St. Francis Gymnasium | Rev. Jerome Kilgenstein, O. S. B. | 8 | 0 | 72 | 0 | | | | | 13 | 0 |
| 1199 | do | School for Girls | Miss Kate M. Lupton | 0 | 1 | 0 | 12 | 0 | 8 | | | | 0 |
| 1200 | do | Young Ladies' Literary Institute | Sister Mary Borgia | 0 | 2 | 0 | 25 | | | | | | 75 |
| 1201 | Cleveland (787 Euclid ave.) | Hathaway-Brown School for Girls | Miss Mary E. Spencer | 1 | 3 | 0 | 47 | 0 | 4 | 0 | 20 | 4 | 76 |
| 1202 | Cleveland (1020 Prospect ave.) | Miss Mittleberger's English and Classical School. | Miss Augusta Mittleberger. | 0 | 10 | 0 | 75 | 0 | 2 | 0 | 0 | 10 | 95 |
| 1203 | Cleveland | St. Ignatius College | Rev. Henry Knappmeyer, S. J. | 14 | 0 | 128 | 0 | 15 | 0 | | | | 15 |
| 1204 | Columbus (441 E. Town st.) | The Columbus Latin School | Frank T. Cole | 5 | 0 | 33 | 0 | 34 | 0 | 4 | 0 | 5 | 6 |
| 1205 | Columbus (151 E. Broad st.) | Miss Phelps's English and Classical School for Young Ladies and Children. | Miss Lucretia W. Phelps | 5 | 7 | 0 | 100 | | | | | 8 | 60 |
| 1206 | Columbus | St. Joseph's Academy | Sister of Notre Dame. | 0 | 2 | 0 | 22 | | | | | 2 | 97 |
| 1207 | Damascus | Damascus Academy | Henry H. Goddard, A. B., A. M. | 2 | 0 | 42 | 31 | 0 | 0 | 1 | 1 | 0 | 35 |
| 1208 | Dayton | St. Mary's Institute | Rev. James Weckesser | 6 | 0 | 46 | 0 | 0 | 0 | 0 | 0 | 5 | 231 |
| 1209 | Ewington | Ewington Academy | R. F. Vale, A. M. | 1 | 1 | 30 | 26 | 3 | 2 | 2 | 1 | 0 | 4 |
| 1210 | Fostoria | Fostoria Academy | W. L. Mathers, A. M. | 4 | 2 | 50 | 38 | 4 | 2 | 2 | 1 | 2 | 0 |
| 1211 | Gallipolis | The Gallia Academy | William Miller, A. M. | 1 | 1 | 34 | 10 | | | | | | 31 |
| 1212 | Gambier | Harcourt Place Seminary | Miss Ada I. Ayer, A. B. | 0 | 5 | 0 | 60 | 0 | 3 | 0 | 3 | 7 | 0 |
| 1213 | do | Kenyon Military Academy | Lawrence Rust, M. A., LL. D., rector. | 7 | 0 | 101 | 0 | 12 | 0 | 30 | 0 | 13 | 12 |
| 1214 | Georgetown | Georgetown College | G. W. Preston, president | 2 | 5 | 31 | 57 | 5 | 4 | 11 | 8 | 0 | 40 |
| 1215 | Granville | Granville Academy | J. D. S. Riggs, A. M., PH. D. | 5 | 0 | 109 | 0 | 88 | 0 | 21 | 0 | 23 | 9 |
| 1216 | Green Spring | Green Spring Academy | Frank G. Houle | 3 | 0 | 25 | 17 | 12 | 3 | | | 2 | 0 |
| 1217 | Harlem Springs | Harlem Springs College | John R. Steeves, A. M. | 3 | 2 | 20 | 25 | 3 | 3 | 0 | 0 | 0 | 18 |
| 1218 | Hudson | Western Reserve Academy | Newton B. Hobart | 4 | 1 | 53 | 15 | 21 | 0 | 31 | 4 | 15 | 0 |

| OREGON. | | 3 | 2 | 67 | 55 | 10 | 4 | 9 | 12 | 4 | 79 |
|---------|------------------------------|------------------------------|---|----|-----|-----|----|----|----|----|-----|
| 1242 | Albany | Rev. Elbert N. Condit, A. M. | | | | | | | | | |
| 1243 | Baker City | Sister Mary Cupertino | | | | | | | | | 25 |
| 1244 | Coquille City | W. H. Bunch | 3 | 0 | 24 | 37 | 0 | 5 | 0 | 8 | 45 |
| 1245 | La Creole Academic Institute | Thomas C. Bell, A. M. | 1 | 1 | 18 | 15 | 0 | 0 | 0 | | 28 |
| 1246 | Drain | W. C. Hawley | 1 | 1 | 8 | 10 | 0 | 0 | 0 | | 127 |
| 1247 | Tualatin Academy | D. L. Edwards | 2 | 1 | 43 | 40 | 1 | 1 | 18 | 17 | 0 |
| 1248 | Forest Grove | G. W. Colcord | 2 | 0 | 15 | 5 | | | | | 148 |
| 1249 | Milton | Mother Mary Joanna (Ev.) | 0 | 6 | 0 | 40 | 0 | 0 | 0 | 2 | 52 |
| | Mount Angel | O. S. B. | | | | | | | | | |
| 1250 | Newberg | Edwin Morrison | 2 | 0 | 100 | 15 | | | | | 88 |
| 1251 | Portland | J. W. Hill, M. D., B. A. | 9 | 0 | 17 | 0 | 0 | 0 | 0 | 17 | 59 |
| 1252 | do | J. R. Wilson | 2 | 1 | 32 | 28 | 11 | 0 | 13 | 18 | 54 |
| 1253 | do | Miss Mary B. Rodney | 1 | 2 | 0 | 66 | 0 | 1 | 0 | 0 | 37 |
| 1254 | do | Brother Michael | 2 | 0 | 30 | 0 | 8 | 0 | 12 | 0 | 220 |
| 1255 | St. Paul | Sister Mary Laurentia | 0 | 1 | 0 | 6 | | | | | 54 |
| 1256 | Salem | Sister M. Aloutia | 0 | 2 | 0 | 50 | | | | | 60 |
| 1257 | The Dalles | Sister M. Aloutia | 0 | 4 | 0 | 50 | | | | | 165 |
| 1258 | do | Will C. Ingalls, A. M. | 1 | 2 | 23 | 28 | 2 | 0 | 1 | 0 | 29 |
| | PENNSYLVANIA. | | | | | | | | | | |
| 1259 | Academia | Josiah J. Ealer, jr. | 1 | 1 | 15 | 20 | 1 | 0 | 2 | 0 | 15 |
| 1260 | Allegheny | Miss Mary Matland | 0 | 1 | 0 | 9 | | | | | 32 |
| 1261 | Ambler | Miss S. A. Knight | 1 | 0 | 4 | 6 | | | | | 38 |
| 1262 | Armagh | C. A. Campbell | 1 | 0 | 30 | 23 | | | | | 31 |
| 1263 | Barkeyville | John F. Bigler | 2 | 2 | 35 | 36 | 5 | 0 | 0 | 2 | 40 |
| 1264 | Beath | Sister M. Josephine McCarrey | 0 | 9 | 0 | 65 | | | | | 40 |
| 1265 | Beaver | Rev. K. T. Taylor | 2 | 2 | 0 | 48 | 0 | 0 | 0 | 7 | 20 |
| 1266 | Bellefonte | Rev. J. P. Hughes | 1 | 2 | 26 | 14 | 5 | 10 | 15 | 10 | 40 |
| 1267 | Bethlehem | Rev. C. B. Shultz | 4 | 3 | 66 | 40 | 1 | 0 | 10 | 0 | 147 |
| 1268 | do | William Ulrich | 6 | 0 | 85 | 0 | 8 | 0 | 77 | 0 | 12 |
| 1269 | Birmingham | Miss W. J. Davis | 0 | 4 | 4 | 60 | 0 | 6 | 0 | 1 | 12 |
| 1270 | Boyetown Academy | P. D. W. Hankey, A. M. | 2 | 2 | 0 | 12 | 8 | 7 | 4 | 5 | 0 |
| 1271 | Busleton | Charles H. Strout | 5 | 1 | 49 | 0 | 3 | 0 | 9 | 0 | 7 |
| 1272 | Chambersburg | M. R. Alexander | 3 | 0 | 65 | 0 | 35 | 0 | 20 | 0 | 7 |
| 1273 | Chester | George Gilbert | 2 | 3 | 29 | 24 | 4 | 0 | 0 | 4 | 25 |
| 1274 | Dayton | Rev. G. W. Meehlen, D. D. | 1 | 1 | 13 | 15 | 2 | 1 | 5 | 7 | 0 |
| 1275 | Doylestown | George Wheeler, M. E. | | | | | | | | | |
| 1276 | Dry Run | E. E. Pawling | 2 | 1 | 15 | 30 | 4 | 2 | 0 | 0 | 50 |
| 1277 | Duncannon | Thos. M. Statford, A. B. | 1 | 0 | 9 | 7 | 0 | 1 | 2 | 0 | 20 |
| 1278 | Eldersridge | Rev. N. B. Kelly | 2 | 0 | 35 | 16 | 15 | 10 | 2 | 0 | 15 |
| 1279 | Erte | Sister M. Clara | 0 | 3 | 0 | 24 | 0 | 0 | 0 | 0 | 60 |
| 1280 | Evans City | J. C. Tinsman, A. M. | 1 | 1 | 40 | 60 | 3 | 1 | 0 | 0 | 90 |
| 1281 | Factoryville | David W. Brown | 5 | 4 | 136 | 101 | | | | | 71 |
| 1282 | Fredericksburg | Rev. G. Holzapfel, A. M. | 3 | 1 | 18 | 12 | 6 | 0 | 2 | 1 | 4 |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART I—Continued.

| Post-office. | Name of school. | Principal. | Religious denomination. | Secondary instructors. | | Students. | | | | Total number of graduates, 1891. | Total number of pupils in elementary grade. | | |
|-------------------------|-----------------------|----------------------------------|-------------------------|------------------------|---------|------------|---------|------------------------|--------------------|----------------------------------|---|----|-----|
| | | | | Male. | Female. | Secondary. | | Preparing for college. | | | | | |
| | | | | | | Male. | Female. | Classical course. | Scientific course. | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| PENNSYLVANIA—continued. | | | | | | | | | | | | | |
| 1345 | Scranton | The School of the Lackawanna. | Presb. | 4 | 5 | 66 | 47 | | | | | | 40 |
| 1346 | Selins Grove. | The Missionary Institute. | Luth. | 5 | 1 | 87 | 20 | | | | | | 0 |
| 1347 | Sharon | Hall Institute. | Bapt. | 2 | 2 | 40 | 28 | 13 | 5 | 3 | 1 | 19 | 6 |
| 1348 | South Bethlehem. | Miss Fanny I. Walsh. | Epis. | 7 | 0 | 34 | 0 | | | | | | |
| 1349 | Springtown | A. I. Reinhard | Nonsect. | 1 | 0 | 12 | 11 | 1 | 0 | | | | |
| 1350 | Stanton | Bellview Academy. | Nonsect. | 2 | 0 | 7 | 14 | 2 | 1 | 0 | 3 | 4 | 33 |
| 1351 | Sugar Grove. | A. C. Douglass. | U. Breth. | 2 | 7 | 72 | 146 | 3 | 5 | 12 | 15 | 4 | 0 |
| 1352 | Uniontown. | R. J. White. | Nonsect. | 2 | 1 | 28 | 42 | | | | | | 20 |
| 1353 | Ward. | James H. Griffith. | Nonsect. | 1 | 2 | 12 | 10 | 0 | 0 | 0 | 0 | 0 | 14 |
| 1354 | Washington. | Benj. F. Leggett. | Meth. | 3 | 0 | 13 | 0 | 5 | 0 | 2 | 0 | 0 | 9 |
| 1355 | Waterford. | Alfred Colburn Arnold. | Epis. | 6 | 4 | 150 | 75 | 15 | 0 | 0 | 0 | 6 | 0 |
| 1356 | West Chester. | J. R. Green. | Nonsect. | 0 | 5 | 0 | 53 | 4 | 4 | 6 | 6 | 3 | 15 |
| | | Richard Darlington. | Friends | | | | | | | | | | |
| 1357 | West Philadelphia. | Le Roy Bliss Peckham. | Nonsect. | 3 | 0 | 40 | 0 | 30 | 0 | 6 | 0 | 10 | 60 |
| 1358 | West Sunbury. | Thomas E. Moffat. | Nonsect. | 0 | 2 | 33 | 34 | 6 | 3 | 2 | 0 | 23 | 111 |
| 1359 | Westtown. | Jonathan G. Williams, supt. | Friends | 3 | 2 | 44 | 36 | 2 | 0 | 0 | 0 | 21 | 10 |
| 1360 | Wilkes Barre. | Edwin L. Scott, Ph. D. | Nonsect. | 3 | 0 | 53 | 0 | 27 | 0 | 26 | 0 | 12 | 51 |
| 1361 | Williamsport. | Miss Jane M. Wilson. | Nonsect. | 0 | 2 | 0 | 25 | | | | | 20 | |
| | do | Edward J. Gray. | Nonsect. | 2 | 2 | 66 | 23 | 3 | 0 | 3 | 0 | 24 | |
| 1362 | Wyncote. | Mrs. E. W. Heacock. | | 3 | 1 | 12 | 33 | | | | | 24 | 16 |
| RHODE ISLAND. | | | | | | | | | | | | | |
| 1364 | East Providence. | Miss Annie E. J. Hazard. | P. E. | 0 | 1 | 8 | 7 | | | | | | 43 |
| 1365 | Elmhurst, Providence. | Madame O'Rourke, super- ress. | R. C. | 0 | 12 | 0 | 62 | | | | | | |
| 1366 | Peace Dale. | Sumner Mowry. | | 1 | 1 | 12 | 21 | 1 | 2 | 1 | 0 | 4 | 52 |
| 1367 | Providence. | Charles B. Goff. | Nonsect. | 5 | 0 | 90 | 0 | 60 | 0 | 30 | 0 | 14 | 104 |
| 1368 | do | Brother James. | R. C. | 10 | 0 | 210 | 0 | | | | | | 0 |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART I—Continued.

| | Post-office. | Name of school. | Principal. | Religious denomination. | Secondary instruct-ors. | | Students. | | | | | | | | Total number of grad-uates, 1891. | Total number of pupils in elementary grade. |
|-------------------------|---------------|--------------------------------------|-----------------------------|-------------------------|-------------------------|---------|------------|---------|------------------------|---------|--------------------|---------|--------------------|-----|-----------------------------------|---|
| | | | | | Male. | Female. | Secondary. | | Preparing for college. | | | | Scientific course. | | | |
| | | | | | | | Male. | Female. | Classical course. | | Scientific course. | | | | | |
| | | | | | | | | | Male. | Female. | Male. | Female. | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | |
| SOUTH DAKOTA—continued. | | | | | | | | | | | | | | | | |
| 1412 | Sioux Falls | Sioux Falls University | E. B. Meredith | Bapt. | 2 | 2 | 60 | 50 | 18 | 4 | 16 | 0 | 10 | 36 | | |
| 1413 | Yankton | Academy of the Sacred Heart | Sister Mary Clementine | R. C. | 1 | 1 | 3 | 17 | 0 | 0 | 0 | 0 | 0 | 19 | | |
| TENNESSEE. | | | | | | | | | | | | | | | | |
| 1414 | Andersonville | Big Valley Academy | S. A. Walker | Baptist | 2 | 0 | 40 | 18 | 6 | 0 | 0 | 0 | 24 | 48 | | |
| 1415 | Beech Grove | Beech Grove College | Sam'l R. Butler | Nonsect. | 1 | 1 | 33 | 38 | 0 | 0 | 0 | 0 | 35 | 35 | | |
| 1416 | Benton | Academy and Business College | L. J. Woods | Nonsect. | 1 | 1 | 12 | 8 | 0 | 0 | 2 | 0 | 17 | 92 | | |
| 1417 | Bloomington | Kingsley Seminary | Joseph H. Ketron, A. M. | M. E. | 2 | 3 | 45 | 24 | 7 | 0 | 3 | 2 | 10 | 49 | | |
| 1418 | Bloomington | Bloomington College | R. J. Hagey, A. B. | M. E. | 2 | 3 | 65 | 27 | 7 | 0 | 0 | 0 | 13 | 59 | | |
| 1419 | Butler | Holly Spring College | James H. Smith | M. E. | 2 | 2 | 75 | 65 | 5 | 1 | 10 | 6 | 2 | 85 | | |
| 1420 | Carlock | Hoyle Institute | T. L. Arwine | Nonsect. | 2 | 0 | 7 | 4 | 0 | 0 | 0 | 0 | 0 | 106 | | |
| 1421 | Carthage | Geneva Academy | Jno. A. Reubett, A. M. | Nonsect. | 2 | 0 | 23 | 15 | 0 | 0 | 0 | 0 | 9 | 73 | | |
| 1422 | Cave | Onward Seminary | R. L. Jones | Nonsect. | 2 | 0 | 30 | 15 | 2 | 0 | 0 | 0 | 1 | 100 | | |
| 1423 | Centerville | High School | Chas. H. White | Nonsect. | 1 | 1 | 9 | 10 | 2 | 4 | 2 | 0 | 0 | 76 | | |
| 1424 | Chapel Hill | Chapel Hill Academy | R. L. Harris | Nonsect. | 1 | 1 | 15 | 20 | 2 | 0 | 7 | 4 | 0 | 45 | | |
| 1425 | Charleston | High School | M. R. M. Burke, A. M. | Nonsect. | 2 | 1 | 21 | 30 | 2 | 0 | 0 | 0 | 0 | 175 | | |
| 1426 | Chattanooga | Caulkins' School for Boys and Girls. | Wilford Caulkins, A. M. | Nonsect. | 2 | 2 | 27 | 9 | 16 | 3 | 4 | 4 | 5 | 44 | | |
| 1427 | do | College for Young Ladies | Jno. L. Cooper, A. M. | Nonsect. | 1 | 8 | 0 | 102 | 0 | 20 | 0 | 10 | 3 | 24 | | |
| 1428 | Church Hill | Church Hill Academy | P. L. Henderson, A. B. | M. E. So. | 1 | 2 | 45 | 40 | 18 | 12 | 0 | 0 | 0 | 30 | | |
| 1429 | Clarkville | Clarkville Female Academy | Mrs. E. G. Buford | M. E. So. | 0 | 2 | 0 | 132 | 0 | 35 | 0 | 11 | 0 | 20 | | |
| 1430 | Clear Spring | Fairview Academy | I. M. Peck | Nonsect. | 1 | 1 | 16 | 11 | 16 | 11 | 0 | 0 | 0 | 103 | | |
| 1431 | Cleo | Flint Spring Academy | John M. Wooten | Nonsect. | 1 | 0 | 26 | 14 | 0 | 0 | 0 | 0 | 0 | 60 | | |
| 1432 | Cleveland | Centenary Female College | Rev. David Sullins | M. E. So. | 0 | 4 | 0 | 75 | 0 | 0 | 0 | 0 | 0 | 22 | | |
| 1433 | Clinton | High School | E. L. Foster | Nonsect. | 2 | 0 | 18 | 25 | 0 | 0 | 0 | 0 | 0 | 30 | | |
| 1434 | Columbia | The Columbia Female Institute | Rev. Geo. Beckett, S. T. D. | Epis. | 0 | 3 | 0 | 130 | 0 | 12 | 0 | 0 | 13 | 30 | | |
| 1435 | do | University School | Henry J. Fusch | Nonsect. | 1 | 1 | 0 | 38 | 0 | 0 | 0 | 0 | 0 | 8 | | |
| 1436 | Covington | Byar's Private School | James Byars | Nonsect. | 1 | 0 | 10 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 1437 | do | Tipton Female Seminary | Geo. D. Holmes | Nonsect. | 1 | 2 | 0 | 67 | 0 | 0 | 0 | 3 | 0 | 65 | | |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART I—Continued.

| Post-office. | Name of school. | Principal. | Religious denomination. | Secondary instruct-ors. | | Students. | | | | | | | | Total number of grad-uates, 1891. | Total number of pupils in elementary grade. |
|-------------------|------------------|--------------------------------------|-------------------------|-------------------------|---------|-----------|---------|------------------------|---------|-------|---------|--------------------|---------|-----------------------------------|---|
| | | | | Male. | Female. | Secondary | | Preparing for college. | | | | Scientific course. | | | |
| | | | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | |
| TENNESSEE—cont'd. | | | | | | | | | | | | | | | |
| 1485 | Paint Rock | Seven Islands Academy | ----- | 1 | 1 | 29 | 15 | 4 | 3 | 0 | 0 | 0 | 0 | 45 | |
| 1486 | Paris | Male and Female Select High School. | Baptist | 1 | 1 | 26 | 31 | ----- | ----- | ----- | ----- | ----- | ----- | 22 | |
| 1487 | Parrottsville | High School. | Nonsect | 1 | 0 | 8 | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 112 | |
| 1488 | Paulett | Paulett Academy | Nonsect | 1 | 0 | 15 | 10 | 5 | 0 | 0 | 0 | 0 | 7 | 50 | |
| 1489 | Prospect Station | Prospect Academy | Nonsect | 1 | 0 | 48 | 44 | 12 | 4 | 18 | 6 | 0 | 58 | | |
| 1490 | Persia | Halston Valley Academy | Baptist | 1 | 1 | 20 | 18 | 0 | 5 | 0 | 0 | 0 | 0 | 128 | |
| 1491 | Raccoon Valley | Raccoon Valley Academy | Baptist | 1 | 0 | 7 | 0 | 0 | 0 | 7 | 0 | 3 | 47 | | |
| 1492 | Readyville | High School | Nonsect | 0 | 0 | 31 | 12 | 0 | 0 | 1 | 0 | 0 | 57 | | |
| 1493 | Ripley | Landerburg Institute | Nonsect | 0 | 2 | 20 | 15 | ----- | ----- | ----- | ----- | ----- | 70 | | |
| 1494 | Rockford | Lewis High School | ----- | 0 | 1 | 3 | 10 | ----- | ----- | ----- | ----- | ----- | 15 | | |
| 1495 | Rockville | McMinn Academy | Nonsect | 1 | 0 | 25 | 0 | ----- | ----- | ----- | ----- | ----- | 101 | | |
| 1496 | St. Clair | St. Clair Academy | Nonsect | 1 | 0 | 5 | 1 | 0 | 0 | ----- | ----- | ----- | 41 | | |
| 1497 | Santa Fe | Santa Fe College | Nonsect | 1 | 1 | 23 | 12 | 3 | 1 | 2 | 1 | 2 | 6 | | |
| 1498 | Smithville | Pure Fountain College | Me. h | 1 | 1 | 30 | 40 | 0 | 0 | 7 | 5 | 6 | 183 | | |
| 1499 | Sneelsville | McKinney High School | Nonsect | 1 | 0 | 13 | 8 | 2 | 0 | 3 | 1 | 0 | 66 | | |
| 1500 | Somerville | Fernald Institute | Nonsect | 0 | 2 | 23 | 27 | 0 | 20 | 5 | 5 | 10 | 67 | | |
| 1501 | Somewater | Sweetwater College | Nonsect | 2 | 0 | 30 | 0 | 14 | 0 | ----- | ----- | ----- | 14 | | |
| 1502 | Tazewell | Tazewell College | Nonsect | 1 | 1 | 15 | 25 | 3 | 4 | 1 | 1 | 0 | 75 | | |
| 1503 | Tiptonville | Male and Female Academy | Nonsect | 1 | 1 | 0 | 15 | 7 | 4 | 1 | 0 | 0 | 47 | | |
| 1504 | Trenton | Laneview Academy | Nonsect | 1 | 1 | 35 | 27 | ----- | ----- | ----- | ----- | ----- | 81 | | |
| 1505 | Viola | Normal School | Nonsect | 1 | 2 | 29 | 23 | 2 | 3 | 7 | 6 | 0 | 40 | | |
| 1506 | Walling | Walling School | Nonsect | 1 | 0 | 7 | 6 | 0 | 0 | 0 | 0 | 0 | 21 | | |
| 1507 | Wheat | Roane College | Nonsect | 1 | 1 | 19 | 7 | 8 | 3 | ----- | ----- | 13 | 54 | | |
| 1508 | White Pine | Edwards Academy | U. B in C. | 1 | 0 | 7 | 3 | ----- | ----- | ----- | ----- | ----- | 25 | | |
| 1509 | Williston | Williston Academy | Nonsect | 1 | 1 | 20 | 15 | 13 | 8 | 4 | 3 | 8 | 40 | | |
| TEXAS. | | | | | | | | | | | | | | | |
| 1510 | Alto | Coöperative Educational Association. | ----- | 0 | 1 | 10 | 15 | ----- | ----- | ----- | ----- | ----- | 50 | | |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART I—Continued.

| Post-office. | Name of school. | Principal. | Religious denomination. | Secondary instruct-ors. | | Students. | | | | | | | | Total number of grad-uates, 1891. | Total number of pupils in elementary grade. |
|------------------|---------------------|---|-------------------------|-------------------------|---------|------------|---------|-------------------|---------|------------------------|---------|----|-----|-----------------------------------|---|
| | | | | Male. | Female. | Secondary. | | | | Preparing for college. | | | | | |
| | | | | | | Male. | Female. | Classical course. | | Scientific course. | | | | | |
| | | | | | | | | Male. | Female. | Male. | Female. | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | |
| TEXAS—continued. | | | | | | | | | | | | | | | |
| 1559 | Tewaha..... | High School..... | Nonsect..... | 0 | 1 | 6 | 7 | 70 | 50 | 1 | 1 | 0 | 43 | | |
| 1560 | Van Alstyne..... | Columbia College..... | Meth..... | 3 | 1 | 70 | 50 | 3 | 7 | 1 | 0 | 3 | 130 | | |
| 1561 | Vernon..... | Jones School..... | R. C..... | 0 | 1 | 3 | 10 | 3 | 7 | 0 | 3 | 0 | 50 | | |
| 1562 | Victoria..... | Nazareth Academy..... | R. C..... | 0 | 2 | 0 | 34 | 0 | 0 | 0 | 3 | 0 | 216 | | |
| 1563 | do..... | St. Joseph's College and Dio-cesan Academy..... | R. C..... | 1 | 0 | 16 | 0 | 4 | 0 | 2 | 0 | 0 | 154 | | |
| 1564 | Walnut..... | Central College..... | Nonsect..... | 2 | 0 | 22 | 16 | — | — | — | — | — | 230 | | |
| 1565 | Weatherford..... | Weatherford College..... | M. E. S..... | 4 | 3 | 100 | 125 | 54 | 55 | 54 | 55 | 7 | 70 | | |
| 1566 | Whitewright..... | Grayson College..... | Nonsect..... | 5 | 7 | 153 | 84 | 20 | 20 | 15 | 10 | 0 | 296 | | |
| 1567 | Whitt..... | Seminary and Normal School..... | Nonsect..... | 2 | 1 | 50 | 64 | 30 | 15 | 0 | 0 | 0 | 96 | | |
| 1568 | Willis..... | Male and Female College..... | Nonsect..... | 2 | 1 | 20 | 30 | 15 | 10 | 0 | 0 | 11 | 125 | | |
| 1569 | Woodville..... | High School..... | Nonsect..... | 0 | 1 | 8 | 7 | 0 | 1 | 7 | 3 | 1 | 55 | | |
| UTAH. | | | | | | | | | | | | | | | |
| 1570 | American Fork..... | Willard Academy..... | Presb..... | 0 | 2 | 4 | 3 | — | — | — | — | — | 87 | | |
| 1571 | Fillmore..... | Willard Stake Academy..... | L. D. S..... | 1 | 1 | 9 | 2 | — | — | — | — | — | — | | |
| 1572 | Logan City..... | Brigham Young College..... | L. D. S..... | 6 | 1 | 50 | 50 | — | — | — | — | — | — | | |
| 1573 | Logan..... | New Jersey Academy..... | Presb..... | 0 | 1 | 3 | 9 | — | — | — | — | — | 26 | | |
| 1574 | Morgan City..... | Stake Academy..... | L. D. S..... | 1 | 1 | 14 | 16 | — | — | — | — | — | 50 | | |
| 1575 | Mount Pleasant..... | Wasatch Academy..... | Presb..... | 0 | 1 | 5 | 10 | — | — | — | — | — | 85 | | |
| 1576 | Ogden..... | Military Academy..... | Nonsect..... | 5 | 0 | 94 | 0 | 8 | 0 | — | — | 7 | 0 | | |
| 1577 | do..... | Ogden Academy..... | Nonsect..... | 1 | 1 | 20 | 25 | — | — | — | — | 5 | 140 | | |
| 1578 | Park City..... | Park Academy..... | Cong..... | 1 | 1 | 15 | 17 | — | — | — | — | 3 | 60 | | |
| 1579 | Provo..... | Brigham Young Academy..... | L. D. S..... | 1 | 1 | 41 | 39 | 2 | 1 | 12 | 3 | 73 | — | | |
| 1580 | do..... | Procter Academy..... | Cong..... | 1 | 0 | 12 | 4 | 1 | 0 | 0 | 0 | 0 | — | | |
| 1581 | Salt Lake City..... | All Hallows College..... | R. C..... | 3 | 0 | 45 | 0 | 12 | 0 | 0 | 0 | 6 | 25 | | |
| 1582 | do..... | Latter Day Saints College..... | L. D. S..... | 4 | 0 | 40 | 41 | 0 | 0 | 0 | 0 | 23 | 184 | | |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART I—Continued.

| Post-office. | Name of school. | Principal. | Religious denomination. | Secondary instruct-ors. | | Students. | | | | | | | | Total number of pupils in elementary grade. |
|------------------|----------------------|-----------------------------------|---------------------------------|-------------------------|---------|------------|---------|------------------------|---------|--------------------|---------|-----------------------------------|----|---|
| | | | | Male. | Female. | Secondary. | | Preparing for college. | | | | Total number of grad-uates, 1891. | 14 | |
| | | | | | | Male. | Female. | Classical course. | | Scientific course. | | | | |
| | | | | | | | | Male. | Female. | Male. | Female. | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| VIRGINIA—cont'd. | | | | | | | | | | | | | | |
| 1625 | Danville..... | Military Institute..... | Nonsect..... | 4 | 0 | 75 | 0 | 38 | 0 | 25 | 0 | — | 21 | |
| 1626 | Elk Creek..... | Elk Creek Academy..... | E. J. Robertson..... | 2 | 1 | 32 | 28 | 14 | 6 | 8 | 0 | — | 78 | |
| 1627 | Fincastle..... | Female Institute..... | Nonsect..... | 0 | 1 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 17 | |
| 1628 | Floyd C. H..... | Opford Academy..... | Presb..... | 1 | 1 | 15 | 20 | 5 | 5 | 0 | 0 | — | 20 | |
| 1629 | Fort Defiance..... | Augusta Military Academy..... | Rev. and Mrs. J. K. Harris..... | 4 | 0 | 74 | 0 | 24 | 0 | — | — | — | 7 | |
| 1630 | Franklin..... | Franklin Academy..... | Charles S. Roller..... | 2 | 0 | 30 | 0 | 10 | 0 | 3 | 0 | 0 | 11 | |
| 1631 | Greenwood Depot..... | Greenwood School..... | William H. Harrison, M.A..... | 1 | 0 | 17 | 0 | 11 | 0 | 0 | 0 | — | 2 | |
| 1632 | Hales Ford..... | Classical Normal School..... | William E. Duncan..... | 1 | 2 | 28 | 30 | 3 | 6 | 1 | 3 | 8 | 38 | |
| 1633 | Helms..... | Mountain View Normal School..... | Nonsect..... | 2 | 0 | 20 | 15 | — | — | — | — | — | 43 | |
| 1634 | Kewick..... | Broad Oak School..... | J. A. Barnhardt..... | 1 | 1 | 5 | 9 | — | — | — | — | — | 10 | |
| 1635 | Lawrenceville..... | Brunswick Preparatory School..... | Miss Frances M. Mead..... | 1 | 0 | 10 | 10 | 2 | 0 | 0 | 0 | — | 5 | |
| 1636 | Longfield..... | Curry College..... | Robert P. Buford..... | 1 | 0 | 19 | 10 | — | — | — | — | — | 52 | |
| 1637 | Luray..... | Female Institute..... | Z. T. Harrold..... | 0 | 3 | 0 | 40 | 0 | 0 | 0 | 0 | 12 | 60 | |
| 1638 | Lynchburg..... | Female Academy..... | M. M. Harrold..... | 2 | 0 | 40 | 20 | — | — | — | — | — | 14 | |
| 1639 | Marion..... | High School..... | Mrs. L. S. Massey..... | 0 | 2 | 0 | 20 | 0 | 0 | 8 | 0 | 8 | 52 | |
| 1640 | Marlham..... | do..... | D. C. Miller..... | 2 | 0 | 37 | 0 | 20 | 0 | — | — | — | 0 | |
| 1641 | Millwood..... | Clay Hill Academy..... | W. C. Marshall..... | 1 | 0 | 13 | 0 | 13 | 0 | 0 | 0 | 2 | 0 | |
| 1642 | New Market..... | Polytechnic Institute..... | William H. Whiting, jr..... | 2 | 0 | 16 | 8 | 10 | 5 | 4 | 0 | — | 20 | |
| 1643 | Norfolk..... | Norfolk Academy..... | R. W. Tunstall, B. A..... | 5 | 0 | 84 | 0 | 11 | 0 | — | — | 2 | 87 | |
| 1644 | do..... | Norfolk Mission College..... | Rev. D. R. McDonald..... | 2 | 1 | 22 | 25 | — | — | — | — | 11 | 26 | |
| 1645 | Onancock..... | Quantock Academy..... | Frank P. Trent..... | 2 | 1 | 43 | 38 | 27 | 19 | — | — | — | 63 | |
| 1646 | Pearisburg..... | Pearisburg Academy..... | J. W. Taylor, S. B..... | 1 | 1 | 13 | 14 | 6 | 8 | 0 | 0 | 0 | 25 | |
| 1647 | Petersburg..... | St. Paul's Female School..... | M. E. So..... | 0 | 2 | 0 | 30 | 0 | 0 | — | — | — | 12 | |
| 1648 | do..... | School for Girls..... | Miss Laura M. Russell..... | 0 | 1 | 0 | 23 | 0 | 0 | 0 | 0 | 2 | 10 | |
| 1649 | Richmond..... | Franklin-street School..... | Mrs. W. H. Platt..... | 0 | 1 | 0 | 23 | 0 | 0 | — | — | — | 0 | |
| 1650 | do..... | Franklin Memorial College..... | G. M. Nolley..... | 2 | 0 | 47 | 0 | — | — | — | — | — | 22 | |
| 1651 | do..... | McGuire's School..... | Lynman B. Teft, president..... | 0 | 6 | 0 | 81 | — | — | — | — | 11 | 42 | |
| 1652 | do..... | Merrill Female School..... | John P. McGuire..... | 4 | 0 | 100 | 0 | 30 | 0 | 5 | 0 | 0 | 15 | |
| 1653 | Rockfish Depot..... | Klemberg Female Seminary..... | George F. Merrill..... | 0 | 3 | 0 | 30 | 0 | 0 | 0 | 0 | 24 | 42 | |
| 1654 | Snowflake..... | Reid's Normal School..... | Misses Wallis..... | 0 | 2 | 42 | 25 | — | — | — | — | 0 | 98 | |
| | | | John M. Reid..... | 0 | 3 | 42 | 45 | — | — | — | — | 0 | 98 | |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART I—Continued.

| Post-office. | Name of school. | Principal. | Religious denomination. | Secondary instruct-ors. | | Students. | | | | | | | | Total number of grad-uates, 1891. | Total number of pupils in elementary grade. |
|-------------------|------------------|--|-------------------------|-------------------------|---------|------------|---------|------------------------|---------|--------------------|---------|----|----|-----------------------------------|---|
| | | | | Male. | Female. | Secondary. | | Preparing for college. | | Scientific course. | | | | | |
| | | | | | | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | |
| WISCONSIN—cont'd. | | | | | | | | | | | | | | | |
| 1697 | Madison | Wisconsin Academy | | 1 | 1 | 14 | 16 | | | | | | 7 | | |
| 1698 | Marquette | Academy of Lourdes | R. C. | 1 | 0 | 10 | 14 | | | | | | 0 | 340 | |
| 1699 | Milwaukee | Cathedral Institute | P. E. | 1 | 0 | 8 | 2 | | | | | | 0 | 80 | |
| 1700 | do. | Concordia College | Ev. Luth. | 6 | 0 | 182 | 0 | 162 | 0 | 0 | 0 | | 0 | 0 | |
| 1701 | do. | German-English Academy | Nonsect. | 1 | 1 | 25 | 19 | | | 7 | 5 | | | 92 | |
| 1702 | do. | Milwaukee Academy | Nonsect. | 2 | 0 | 42 | 0 | 18 | 0 | 19 | 0 | | 2 | 32 | |
| 1703 | Mount Calvary | St. Lawrence College | R. C. | 12 | 0 | 100 | 0 | 4 | 0 | | | | 12 | 0 | |
| 1704 | Prairie du Chien | St. Mary's Institute | R. C. | 0 | 1 | 0 | 15 | | | | | | | | |
| 1705 | Racine | The Home School | P. E. | 0 | 1 | 0 | 15 | | | | | 1 | | 31 | |
| 1706 | do. | Racine Academy | Nonsect. | 2 | 1 | 30 | 20 | 7 | 2 | 5 | 0 | 4 | | 18 | |
| 1707 | do. | Racine College | P. E. | 3 | 0 | 38 | 0 | 25 | 0 | 10 | 0 | 6 | | 12 | |
| 1708 | do. | St. Catherine's Academy | R. C. | 0 | 2 | 0 | 30 | | | | | 1 | | 43 | |
| 1709 | Rochester | Rochester Seminary | Free-Will Baptist | 1 | 1 | 16 | 6 | | | | | | | 23 | |
| 1710 | St. Francis | Catholic Normal School and Pio Novo College. | R. C. | 8 | 0 | 82 | 0 | | | | | 8 | | 10 | |
| 1711 | Sinsinawa | St. Clara Academy | R. C. | 0 | 7 | 0 | 60 | | | | | 6 | | 40 | |
| 1712 | Watertown | University of Our Lady of the Sacred Heart. | R. C. | 2 | 0 | 40 | 0 | | | | | | | 30 | |
| 1713 | Waukesha | Carroll College | Presb. | 2 | 2 | 58 | 44 | | | | | 6 | | 12 | |
| WYOMING. | | | | | | | | | | | | | | | |
| 1714 | Cheyenne | Academy of the Holy Child Jesus. | R. C. | 0 | 3 | 0 | 50 | 0 | 0 | 0 | 0 | 4 | | 60 | |

TABLE 7.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS—
PART II.

| Name of school. | | Students pursuing— | | | | | | | | | | | | | | | | General history. | | |
|-----------------|-------------------------------------|--------------------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|----|
| | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | | | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | |
| 1 | 2 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | |
| ALABAMA. | | | | | | | | | | | | | | | | | | | | |
| 1 | Noble Institute..... | 0 | 25 | | | | | | | | 0 | 25 | 0 | 5 | 0 | 15 | 0 | 20 | 0 | 30 |
| 2 | High School..... | 25 | 20 | 6 | 4 | 8 | 15 | | | | 50 | 40 | 40 | 25 | 25 | | | 15 | 20 | |
| 3 | Trinity Normal School..... | 4 | 8 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 6 | 3 | 1 | 0 | 5 | 0 | 0 | 5 | 9 | |
| 4 | Autaugaville Academy..... | 3 | 3 | 1 | | | | | | | 2 | 4 | | | | | | 2 | | |
| 5 | Bellevue Academy..... | 2 | 0 | | | | | | | | 14 | 12 | 3 | 1 | | | | | | |
| 6 | Bellevue Academy..... | 12 | 4 | | | | 5 | | | | 10 | 7 | 3 | 2 | 2 | 4 | 0 | 0 | 0 | |
| 7 | Oakland Academy..... | 3 | 6 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 23 | 0 | 6 | 0 | | | | 18 | 20 | 0 |
| 8 | South Highlands Academy..... | 25 | 0 | 2 | 0 | 3 | 0 | 12 | 17 | 9 | 23 | 25 | 8 | 7 | | | 1 | 1 | 0 | 0 |
| 9 | High School..... | 10 | 15 | 3 | | | | | | | 16 | | | | | | | 31 | 0 | |
| 10 | do..... | 0 | 2 | | | | | | | | 4 | 7 | | | 0 | | | 0 | 5 | |
| 11 | Cedar Bluff Institute..... | 0 | 4 | | | | | | | | 13 | 10 | 7 | 5 | 9 | 7 | 0 | 5 | 0 | 10 |
| 12 | Male and Female College..... | 9 | 10 | 2 | 0 | 0 | | | | | 0 | 40 | 0 | 1 | 0 | 7 | 0 | 7 | 0 | 7 |
| 13 | Marengo Institute..... | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 40 | 0 | 18 | 0 | 15 | 0 | 15 | 0 | 0 |
| 14 | Marengo Military Academy..... | 13 | 0 | | | | | | | | 24 | 0 | 11 | 0 | 6 | 0 | 10 | 10 | 10 | 20 |
| 15 | High School..... | 10 | 10 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 9 | 8 | 6 | 5 | 3 | 0 | 10 | 12 | 12 |
| 16 | Male and Female Institute..... | 9 | 5 | 2 | 1 | 3 | | | | | 13 | 4 | 5 | 3 | 7 | 4 | | 0 | 3 | 13 |
| 17 | High School..... | 7 | 10 | | | | | | | | 11 | 9 | 5 | 3 | 7 | 4 | | 0 | 8 | 15 |
| 18 | Bethel Academy..... | 7 | 10 | 2 | 1 | | | | | | 10 | 15 | 4 | 5 | | | 10 | 4 | 8 | 3 |
| 19 | Female College..... | 16 | 5 | 10 | | | | | | | 23 | 12 | 13 | 1 | 9 | 4 | | 6 | 3 | 0 |
| 20 | Female College..... | 0 | 31 | | | | 5 | | | | 0 | 30 | 0 | 7 | 0 | 0 | 9 | 0 | 15 | 0 |
| 21 | South Alabama Female Institute..... | 0 | 25 | | | 0 | 20 | | | | 0 | 20 | 0 | 10 | 0 | 12 | 0 | 10 | 0 | 16 |
| 22 | Edin Hill Academy..... | 8 | 4 | 1 | | | | | | | 6 | 4 | 0 | 1 | | | | 14 | 16 | 1 |
| 23 | Industrial High School..... | | | | | | | | | 1 | | | | 0 | | | | 0 | 1 | |
| 24 | Preparatory School..... | 8 | 2 | | | | | | | | 8 | 2 | 2 | 1 | | | | 30 | 0 | 0 |
| 25 | Howard Institute..... | 0 | 5 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 26 | Male and Female Institute..... | 10 | 4 | | | | | | | | 25 | 15 | 1 | 10 | | | | 20 | 30 | |
| 27 | Male and Female Academy..... | 6 | 16 | 1 | 3 | | | | | | 17 | 20 | 6 | 3 | 6 | 5 | 8 | 4 | 6 | 9 |
| 28 | Liverville College..... | 5 | | | | | | | | | 23 | 10 | 5 | 3 | 10 | 5 | | | | |
| 29 | Military Academy..... | 24 | 0 | 5 | 0 | 2 | 0 | 1 | 0 | 0 | 35 | 0 | 10 | 0 | 35 | 0 | | | | 0 |
| 30 | Military Institute..... | 63 | 0 | 2 | 0 | 2 | 0 | 10 | 0 | 53 | 0 | 26 | 0 | 7 | 10 | 0 | 38 | 0 | 140 | 0 |
| 31 | Evangelical Lutheran School..... | | | | | | | 11 | 12 | 7 | 8 | 0 | 3 | 3 | 11 | | | 11 | 12 | 12 |
| 32 | St. Mary's Select School..... | | | | | | | | | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 53 |

TABLE 7.—Statistics of endowed academics, seminaries, and other private secondary schools—PART II—Continued.

| Name of school. | Students pursuing— | | | | | | | | | | | | | | | | | | General history. | |
|---|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|-----------|-----------|------------------|--|
| | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | Male. | Female. | | |
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| 2 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | | |
| ALABAMA—continued. | | | | | | | | | | | | | | | | | | | | |
| 33 Towle's Institute for Boys..... | 18 | 0 | 7 | 0 | | | | | 16 | 0 | 7 | 0 | 11 | 0 | 8 | 0 | 13 | 0 | | |
| 34 University School..... | 20 | 0 | 1 | 0 | 2 | 0 | 4 | 0 | 35 | 0 | 10 | 0 | 7 | 0 | 0 | 0 | 40 | 0 | | |
| 35 Opelika Seminary..... | 30 | 30 | | | 9 | 13 | 0 | 0 | 28 | 0 | 12 | 0 | 20 | 0 | 0 | 0 | 20 | 0 | | |
| 36 High School..... | 4 | 10 | | | | | | | 5 | 8 | 1 | 0 | 6 | 6 | | | 10 | 12 | | |
| 37 .....do..... | 1 | 3 | | | 1 | 5 | | | 6 | 13 | 1 | 0 | 0 | 2 | | | 11 | 14 | | |
| 38 Moore Academy..... | 10 | 13 | | | | | | | 12 | 13 | 3 | 4 | 8 | 12 | | | 8 | 12 | | |
| 39 Crumly High School..... | 0 | 3 | | | | | | | 3 | 4 | 3 | 4 | 0 | 4 | 0 | 4 | 6 | 8 | | |
| 40 Fields Academy..... | 0 | 2 | | | 3 | 5 | | | 4 | 5 | | | | | | | 20 | 22 | | |
| 41 High School..... | 10 | 8 | 2 | 0 | 0 | 2 | 0 | 0 | 7 | 6 | 1 | 2 | 4 | 0 | 0 | 2 | 20 | 0 | | |
| 42 Normal College..... | 15 | 12 | | | | | | | 50 | 60 | 40 | 30 | 40 | 20 | 40 | 30 | 100 | 100 | | |
| 43 Male and Female Academy..... | 5 | 7 | | | | | | | 12 | 9 | 4 | 1 | 8 | 6 | 6 | 6 | 16 | 14 | | |
| 44 High School..... | 2 | 3 | | | | | | | 18 | 15 | 8 | 6 | 8 | 6 | 8 | 0 | | | | |
| 45 Saltpa Academy..... | 4 | 6 | | | | | | | 4 | 6 | 4 | 6 | 4 | 6 | 4 | 4 | 4 | 6 | | |
| 46 High School..... | 2 | 1 | | | | | | | 3 | 5 | 2 | 1 | 3 | 5 | 2 | 4 | 7 | 0 | | |
| 47 Springville Institute..... | 6 | 0 | | | | | | | 15 | 6 | 1 | 0 | 3 | 0 | 7 | 8 | 49 | 27 | | |
| 48 William and Emma Austin College..... | 10 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 25 | 10 | 15 | 8 | 10 | 7 | 15 | 13 | 13 | | |
| 49 Talladega College..... | 8 | 13 | 6 | 0 | 0 | 0 | 0 | 0 | 9 | 3 | 3 | 6 | 2 | 5 | 0 | 3 | 8 | 8 | | |
| 50 Deshler Female Institute..... | 0 | 6 | | | | | | | 0 | 9 | 0 | 5 | 0 | 5 | 0 | 0 | 0 | 3 | | |
| 51 University High School..... | 40 | 0 | 20 | 0 | | | | | 50 | 0 | 40 | 0 | 10 | 0 | | 25 | 0 | 0 | | |
| 52 Military Institute..... | 16 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 20 | 0 | 10 | 0 | 18 | 0 | 3 | 0 | 15 | 0 | | |
| 53 Wetumpka Academy..... | 12 | 14 | 1 | 1 | 0 | 6 | 0 | 0 | 14 | 12 | 3 | 10 | | | | | | | | |
| ARKANSAS. | | | | | | | | | | | | | | | | | | | | |
| 54 Mount Pleasant Academy..... | 5 | | 1 | | | | | | 12 | 7 | 2 | | 6 | | | | | | | |
| 55 High School..... | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 25 | 0 | 0 | 13 | 30 | 5 | 3 | 18 | 30 | | |
| 56 Clarke's Academy..... | 10 | 2 | | | | | | | 20 | 10 | 10 | 3 | 12 | 5 | | | 10 | 5 | | |
| 57 Conference Training School for Youths..... | 7 | 3 | 2 | | | | | | 7 | 5 | 2 | 1 | | | | | 25 | 25 | | |
| 58 St. Ann's Academy..... | | | | | | | | | | | | | 7 | | | 8 | | | | |
| 59 High School..... | 12 | 4 | | | | | | | 12 | 16 | 12 | 16 | | | | | 12 | 16 | | |
| 60 Sacred Heart Academy..... | | | | | | | | | 20 | 0 | 3 | 0 | 0 | 10 | 0 | 3 | 0 | 20 | | |
| 61 High School..... | 9 | 5 | | | | | | | 22 | 16 | 5 | 4 | 11 | 5 | 0 | 5 | 9 | 5 | | |
| 62 Arkansas Female College..... | 0 | 6 | 0 | 0 | 0 | 10 | 0 | 15 | 0 | 25 | 0 | 9 | 0 | 20 | 0 | 4 | 0 | 10 | | |
| 63 Male and Female Institute..... | 5 | 10 | | | | | | | 12 | 5 | | | 5 | 4 | 5 | 4 | 8 | 9 | | |

| | | | | | | | | | | | | | | | | | | |
|-------------|---|-----|----|----|---|----|---|----|----|-----|----|-----|----|----|----|----|----|----|
| 64 | Hinemon's University School | 37 | 19 | 0 | 0 | 0 | 0 | 4 | 7 | 24 | 37 | 0 | 6 | 6 | 20 | 3 | 9 | 4 |
| 65 | Thompson's Classical Institute | 10 | 6 | 0 | 5 | 0 | 0 | 5 | 3 | 20 | 6 | 10 | 1 | 8 | 6 | 4 | 2 | 4 |
| 66 | Pea Ridge College | 10 | 10 | 10 | 1 | 1 | 1 | 1 | 1 | 15 | 4 | 2 | 3 | 1 | 1 | 1 | 8 | 2 |
| 67 | Male and Female Institute | 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 8 | 0 | 7 | 2 | 5 | 5 | 2 | 1 | 5 |
| 68 | Prarie Grove Institute | 7 | 4 | 1 | 1 | 1 | 1 | 1 | 1 | 20 | 10 | 10 | 4 | 5 | 5 | 1 | 8 | 3 |
| 69 | Male and Female College | 1 | 10 | 1 | 1 | 1 | 1 | 1 | 1 | 4 | 9 | 4 | 3 | 0 | 0 | 3 | 0 | 15 |
| 70 | Rogers Academy | 4 | 0 | 4 | 0 | 1 | 0 | 5 | 15 | 4 | 0 | 4 | 0 | 5 | 3 | 4 | 4 | 0 |
| 71 | St. Scholastica's Academy | 4 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 7 | 1 | 1 | 3 | 0 | 10 | 10 | 4 |
| 72 | St. Benedict C. liege | 4 | 4 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 7 | 1 | 1 | 3 | 0 | 10 | 10 | 4 |
| 73 | Normal Institute | 4 | 4 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 7 | 1 | 1 | 3 | 0 | 10 | 10 | 4 |
| 74 | Yellville Institute | 7 | 4 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 7 | 1 | 1 | 3 | 0 | 10 | 10 | 4 |
| CALIFORNIA. | | | | | | | | | | | | | | | | | | |
| 75 | St. Catherine's Academy | 22 | 0 | 2 | 0 | 12 | 2 | 5 | 0 | 2 | 5 | 28 | 0 | 3 | 0 | 8 | 0 | 5 |
| 76 | Belmont School | 15 | 0 | 1 | 0 | 4 | 0 | 2 | 0 | 20 | 0 | 20 | 0 | 9 | 0 | 4 | 8 | 0 |
| 77 | Boone's University School | 8 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 4 | 24 | 0 | 6 | 0 | 4 | 4 | 0 |
| 78 | Bowen's Academy | 2 | 9 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 3 | 2 | 7 | 3 | 3 | 0 | 16 | 28 |
| 79 | Miss Head's School | 2 | 9 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 3 | 2 | 7 | 3 | 3 | 0 | 16 | 28 |
| 80 | St. Joseph's Academy | 2 | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 6 | 4 | 2 | 2 | 3 | 3 | 1 | 8 | 4 |
| 81 | Ingo Academy | 38 | 20 | 16 | 6 | 6 | 6 | 6 | 6 | 20 | 11 | 13 | 12 | 3 | 2 | 3 | 4 | 2 |
| 82 | Chico Academy | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 8 | 12 | 5 | 6 | 12 | 8 | 1 | 3 | 2 |
| 83 | Pomona College and Preparatory School | 0 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 10 | 15 | 14 | 16 | 10 | 15 | 14 | 16 | 10 |
| 84 | Academy and Business College | 11 | 11 | 9 | 5 | 5 | 5 | 5 | 5 | 6 | 4 | 4 | 4 | 5 | 10 | 15 | 14 | 16 |
| 85 | St. Hilida's School | 6 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 10 | 9 | 2 | 2 | 12 | 10 | 4 | 4 | 4 |
| 86 | Healdsburg College | 6 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 10 | 9 | 2 | 2 | 12 | 10 | 4 | 4 | 4 |
| 87 | Lakeport Academy | 6 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 10 | 9 | 2 | 2 | 12 | 10 | 4 | 4 | 4 |
| 88 | Livermore College | 11 | 4 | 11 | 4 | 11 | 4 | 11 | 4 | 0 | 10 | 0 | 2 | 0 | 5 | 0 | 5 | 0 |
| 89 | College of Notre Dame | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 0 | 12 | 0 | 4 | 0 | 3 | 0 | 0 |
| 90 | Merced Academy | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 3 | 0 | 5 | 0 | 5 | 5 |
| 91 | Oak Mound School | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 3 | 0 | 5 | 0 | 5 | 5 |
| 92 | St. Lawrence School | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 3 | 0 | 5 | 0 | 5 | 5 |
| 93 | Miss Bistbee's School | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 3 | 0 | 5 | 0 | 5 | 5 |
| 94 | Convent of Our Lady of the Sacred Heart | 0 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 0 | 18 | 0 | 8 | 0 | 10 | 35 |
| 95 | Field Seminary | 25 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 29 | 0 | 18 | 0 | 5 | 0 | 10 | 0 | 10 |
| 96 | Hopkins Academy | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 0 | 18 | 0 | 7 | 0 | 20 | 0 |
| 97 | Miss Horton's School | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 0 | 18 | 0 | 7 | 0 | 20 | 0 |
| 98 | St. Francis de Sale's School | 0 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 0 | 12 | 0 | 12 | 0 | 12 | 12 |
| 99 | Spell Seminary | 0 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 0 | 12 | 0 | 18 | 0 | 24 | 0 |
| 100 | St. Vincent's Academy | 13 | 0 | 5 | 1 | 1 | 1 | 1 | 1 | 13 | 12 | 0 | 4 | 0 | 16 | 0 | 4 | 10 |
| 101 | Academy of Our Lady of Mercy | 12 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 11 | 16 | 0 | 18 | 2 | 0 | 42 | 0 |
| 102 | Bellerue Academy | 13 | 0 | 5 | 1 | 1 | 1 | 1 | 1 | 13 | 12 | 0 | 4 | 0 | 16 | 0 | 4 | 10 |
| 103 | Sacramento Institute | 12 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 11 | 16 | 0 | 18 | 2 | 0 | 42 | 0 |
| 104 | Academy and Business College | 0 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 16 | 0 | 12 | 0 | 3 | 0 |
| 105 | St. Catherine's Convent | 0 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 | 0 | 16 | 0 | 17 | 0 | 0 | 80 |
| 106 | Academy of O. F. Lady of Peace | 0 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 0 | 17 | 0 | 40 | 0 | 0 | 25 |
| 107 | Irving Institute | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 |
| 108 | Miss Lake's School | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 109 | Oxford House | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 0 | 100 | 0 | 75 | 0 | 30 | 0 | 17 |
| 110 | Presentation Convent | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 150 | 0 | 100 | 0 | 75 | 0 | 30 | 0 | 17 |
| 111 | Sacred Heart College | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 150 | 0 | 100 | 0 | 75 | 0 | 30 | 0 | 17 |
| 112 | St. Joseph's School | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 150 | 0 | 100 | 0 | 75 | 0 | 30 | 0 | 17 |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART II—Continued.

| Name of school. | Students pursuing— | | | | | | | | | | | | | | | | | | General history. | |
|--|--------------------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|-------|---------|------------------|--|
| | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | | | | |
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | |
| 2 | | | | | | | | | | | | | | | | | | | | |
| CALIFORNIA—continued. | | | | | | | | | | | | | | | | | | | | |
| 113 Trinity School..... | 21 | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 33 | 0 | 15 | 0 | 25 | 0 | 0 | 0 | 0 | 0 | | |
| 114 Urban School..... | 45 | 0 | 3 | 0 | 25 | 0 | 3 | 0 | 19 | 0 | 25 | 0 | 5 | 0 | 5 | 0 | 10 | 0 | | |
| 115 Van Ness Young Ladies' Seminary..... | 0 | 3 | 0 | 0 | 0 | 20 | 0 | 2 | 0 | 12 | 0 | 10 | 0 | 20 | 0 | 8 | 0 | 15 | | |
| 116 Miss West's School..... | 0 | 15 | 0 | 0 | 0 | 35 | 0 | 30 | 0 | 22 | 0 | 21 | 0 | 13 | 0 | 8 | 0 | 20 | | |
| 117 St. Joseph's College..... | 30 | 0 | 8 | 0 | | | | | | | | | | | | | | | | |
| 118 St. Mary's Academy..... | | | | | | | | | 0 | 10 | | | 0 | 5 | | | 0 | 15 | | |
| 119 Academy of Immaculate Heart of Mary..... | | | | | | | | | 0 | 4 | | | 0 | 3 | | | 0 | 12 | | |
| 120 St. Matthew's Hall..... | 30 | 0 | 0 | 0 | 3 | 0 | 3 | 0 | 30 | 0 | 30 | 0 | 30 | 0 | 30 | 0 | 30 | 0 | | |
| 121 Academy of Our Lady of Angels..... | | | | | | 15 | | | 0 | 15 | | | | | 10 | 0 | 15 | 0 | | |
| 122 School of the Holy Cross..... | | | | | | | | | 0 | 0 | 7 | 0 | 2 | 7 | | | 0 | 7 | | |
| 123 Young Ladies' Seminary..... | | | | | | 5 | | | | | | | | | 4 | | 4 | 4 | | |
| 124 Santa Rosa Seminary..... | 0 | 5 | | | 0 | 26 | 0 | 3 | 0 | 8 | 0 | 3 | 0 | 10 | 0 | 8 | 0 | 10 | | |
| 125 Ursuline Academy..... | | | | | | | | | 0 | 4 | 6 | 0 | 0 | 2 | 4 | 6 | 4 | 6 | | |
| 126 Sacred Heart Convent of Mercy..... | | | | | | 0 | 0 | 0 | 0 | 7 | 0 | 3 | 0 | 8 | 0 | 3 | 0 | 12 | | |
| 127 Vacaville Academy..... | 2 | 2 | 0 | 0 | 0 | 30 | 0 | | 0 | 14 | 0 | 10 | 0 | 5 | 0 | 2 | 0 | 16 | | |
| 128 The Irma..... | 0 | 15 | | | | | | | 0 | 25 | 0 | 25 | 0 | 25 | 0 | 25 | 0 | 25 | | |
| 129 St. Vincent's Convent School..... | | | | | | | | | | | | | | | | | | | | |
| 130 St. Joseph's Institute..... | | | | | | | | | | | | | | | | | | | | |
| COLORADO. | | | | | | | | | | | | | | | | | | | | |
| 131 Mount St. Scholastica's Academy..... | 0 | 6 | | | | | 0 | 15 | 0 | 4 | 0 | 4 | 0 | 15 | | | 0 | 20 | | |
| 132 Cutler Academy..... | 56 | 28 | 20 | 2 | | | 2 | 2 | 17 | 10 | 14 | 9 | 11 | 4 | 14 | 9 | 89 | 0 | | |
| 133 College of the Sacred Heart..... | 89 | 9 | 89 | 0 | 12 | 0 | 10 | 0 | 21 | 0 | 9 | 0 | 23 | 0 | 23 | 0 | 25 | 0 | | |
| 134 Jarvis Hall Military Academy..... | 20 | 0 | 10 | 0 | 12 | 0 | 13 | 0 | 18 | 0 | 10 | 0 | 8 | 0 | 7 | 0 | 11 | 25 | | |
| 135 Sacred Heart School..... | | | | | | | | | 10 | 14 | 2 | 9 | 2 | 9 | 0 | 0 | 10 | 22 | | |
| 136 Wolfe Hall..... | 50 | | | 1 | 0 | 28 | 0 | 40 | 0 | 75 | 0 | 25 | 0 | 10 | 0 | 5 | 6 | 8 | | |
| 137 Longmont Academy..... | 10 | 10 | 3 | | | | | | 10 | 15 | 4 | 7 | 6 | 5 | 6 | 6 | 9 | 8 | | |
| 138 Collegiate Institute..... | 10 | 2 | | | | | | | 8 | 1 | 2 | | 9 | | | | 4 | 4 | | |
| 139 Presbyterian Academy..... | 2 | 5 | 1 | | | | 1 | 8 | 2 | 3 | 1 | | | | | | 1 | 3 | | |
| 140 Tiltson Academy..... | 8 | 15 | 0 | 0 | 0 | 3 | 0 | 3 | 5 | 3 | 3 | | 2 | 4 | 3 | 1 | 2 | 3 | | |

CONNECTICUT.

| | | | | | | | | | | | | | | | | |
|-----|--|-----|-----|----|---|----|----|----|----|----|-----|-----|----|----|----|----|
| 141 | Academy of Holy Family | 13 | 0 | 5 | 0 | 9 | 0 | 30 | 0 | 3 | 0 | 20 | 0 | 25 | 0 | 30 |
| 142 | Black Hall School | 15 | 0 | 5 | 0 | 9 | 0 | 0 | 0 | 0 | 11 | 6 | 0 | 0 | 15 | 0 |
| 143 | Hillside Seminary | 23 | 0 | 15 | 0 | 10 | 0 | 4 | 0 | 0 | 15 | 0 | 0 | 0 | 0 | 10 |
| 144 | Park Avenue Institute | 23 | 0 | 0 | 0 | 4 | 0 | 6 | 0 | 0 | 20 | 0 | 16 | 0 | 0 | 0 |
| 145 | The Curtis School | 1 | 1 | 0 | 0 | 3 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| 146 | Episcopal Academy of Connecticut | 20 | 0 | 6 | 0 | 0 | 0 | 6 | 0 | 0 | 30 | 9 | 30 | 0 | 14 | 0 |
| 147 | Bacon Academy | 28 | 16 | 1 | 1 | 3 | 1 | 0 | 0 | 0 | 10 | 8 | 5 | 8 | 4 | 2 |
| 148 | Private Day School | 3 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 3 | 0 | 10 | 0 | 4 | 0 |
| 149 | Elmwood School | 5 | 4 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 5 | 10 | 3 | 2 | 11 | 16 |
| 150 | Fairfield Academy | 10 | 2 | 0 | 0 | 0 | 0 | 2 | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 |
| 151 | Rectory School | 23 | 0 | 5 | 0 | 7 | 0 | 6 | 0 | 0 | 20 | 0 | 1 | 0 | 0 | 0 |
| 152 | Woodside Seminary | 0 | 6 | 0 | 0 | 0 | 0 | 22 | 0 | 7 | 0 | 9 | 0 | 4 | 0 | 5 |
| 153 | St. Joseph's Academy | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| 154 | The Griswold School | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 9 |
| 155 | Mystic Valley English and Classical Institute | 13 | 7 | 2 | 2 | 8 | 4 | 6 | 4 | 6 | 7 | 3 | 5 | 2 | 6 | 5 |
| 156 | New Canaan Institute | 2 | 2 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 10 | 0 | 2 | 0 | 0 | 4 |
| 157 | Eldergate School | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 3 | 0 | 3 | 0 |
| 158 | Hopkins Grammar School | 76 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 73 | 0 | 0 | 5 | 0 | 8 |
| 159 | Miss Johnstone's School | 0 | 14 | 0 | 2 | 0 | 19 | 0 | 0 | 12 | 0 | 9 | 0 | 0 | 19 | 0 |
| 160 | New Grammar School | 10 | 0 | 5 | 0 | 0 | 40 | 0 | 0 | 8 | 0 | 15 | 0 | 0 | 0 | 10 |
| 161 | School of Misses Orton and Nichols | 0 | 29 | 0 | 0 | 0 | 0 | 35 | 0 | 6 | 0 | 12 | 0 | 8 | 0 | 0 |
| 162 | West End Institute | 0 | 30 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 0 | 0 | 40 |
| 163 | Bulkeley School | 50 | 0 | 3 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 45 | 0 | 8 | 0 | 8 |
| 164 | Upson Seminary | 7 | 2 | 3 | 0 | 1 | 0 | 2 | 2 | 0 | 6 | 8 | 6 | 3 | 7 | 2 |
| 165 | Newtown Academy | 9 | 10 | 2 | 2 | 0 | 0 | 0 | 0 | 6 | 8 | 6 | 8 | 3 | 1 | 0 |
| 166 | The Robbins School | 12 | 9 | 3 | 0 | 4 | 4 | 1 | 3 | 10 | 0 | 0 | 0 | 5 | 3 | 0 |
| 167 | Miss Baldwin's Institute | 0 | 3 | 0 | 0 | 4 | 4 | 1 | 0 | 6 | 0 | 20 | 0 | 0 | 0 | 20 |
| 168 | Mrs. Meade's School for Girls and Young Ladies | 0 | 12 | 0 | 0 | 0 | 14 | 0 | 0 | 0 | 0 | 12 | 0 | 1 | 0 | 3 |
| 169 | Norwich Free Academy | 115 | 125 | 0 | 0 | 0 | 12 | 0 | 4 | 0 | 115 | 125 | 0 | 3 | 0 | 0 |
| 170 | McLean Seminary | 2 | 12 | 1 | 2 | 2 | 14 | 0 | 2 | 2 | 4 | 18 | 5 | 16 | 1 | 4 |
| 171 | School for Boys | 49 | 0 | 12 | 0 | 15 | 0 | 12 | 0 | 0 | 17 | 0 | 27 | 0 | 8 | 11 |
| 172 | Connecticut Literary Institute | 30 | 14 | 12 | 3 | 7 | 5 | 8 | 4 | 19 | 16 | 5 | 7 | 5 | 4 | 15 |
| 173 | The Gunnery | 20 | 6 | 6 | 3 | 9 | 4 | 8 | 4 | 17 | 8 | 7 | 1 | 0 | 12 | 0 |
| 174 | Staples High School | 6 | 12 | 0 | 0 | 0 | 0 | 3 | 15 | 4 | 16 | 6 | 13 | 5 | 9 | 4 |
| 175 | Wilton Academy | 10 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 19 | 4 | 3 | 2 | 2 | 2 | 0 |
| 176 | Wilton Boarding Academy | 0 | 0 | 23 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 2 | 0 | 0 | 4 | 0 |

DISTRICT OF COLUMBIA.

| | | | | | | | | | | | | | |
|-----|--|----|----|----|----|----|----|----|----|----|----|-----|----|
| 181 | Lintheum Institute | 0 | 3 | 0 | 75 | 0 | 50 | 0 | 30 | 0 | 10 | 0 | 75 |
| 182 | Academy of the Visitation | 7 | 0 | 4 | 0 | 2 | 0 | 9 | 0 | 5 | 0 | 17 | 0 |
| 183 | Arlington Academy | 83 | 0 | 41 | 0 | 28 | 0 | 50 | 0 | 30 | 0 | 30 | 0 |
| 184 | The Columbian College Preparatory School | 45 | 0 | 15 | 0 | 20 | 0 | 60 | 0 | 15 | 0 | 30 | 0 |
| 185 | Emerson Institute | 70 | 0 | 70 | 0 | 70 | 0 | 15 | 0 | 3 | 0 | 100 | 0 |
| 186 | Gonzaga College | 0 | 10 | 0 | 60 | 0 | 60 | 0 | 10 | 0 | 25 | 0 | 40 |
| 187 | Holy Cross Academy | 0 | 10 | 0 | 60 | 0 | 60 | 0 | 10 | 0 | 25 | 0 | 40 |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART II—Continued.

| Name of school. | Students pursuing— | | | | | | | | | | | | | | | | | | General history. | |
|--|--------------------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|------------------|--|
| | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | |
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | |
| 2 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | | |
| DISTRICT OF COLUMBIA—continued. | | | | | | | | | | | | | | | | | | | | |
| 188 Hunt's Preparatory School..... | 6 | | 1 | | | | | | 6 | | 6 | 10 | 3 | | 0 | 10 | 0 | 30 | | |
| 189 Norwood Institute..... | 0 | 20 | | | 0 | 75 | 0 | 25 | | 30 | 0 | 10 | 0 | 10 | 0 | 4 | 0 | 18 | | |
| 190 St. Cecilia's Academy..... | | | | | | | | | | 13 | 0 | 3 | 0 | 9 | 0 | | 62 | 0 | | |
| 191 St. John's College..... | 31 | 0 | 7 | 0 | 7 | 0 | | 0 | 27 | 0 | 23 | 0 | 0 | 0 | | | | 0 | | |
| DELAWARE. | | | | | | | | | | | | | | | | | | | | |
| 192 Wilmington Conference Academy..... | 25 | 15 | 10 | 1 | 3 | 3 | 7 | 3 | 18 | 12 | 6 | 5 | 0 | 6 | 4 | 2 | 6 | 3 | | |
| 193 Classical Academy..... | 11 | 1 | 3 | | 3 | 2 | 3 | 5 | 6 | 13 | 5 | 6 | | | | | 2 | | | |
| 194 Newark Academy and Delaware Normal School..... | 23 | 22 | | | 17 | 15 | 19 | 15 | 25 | 22 | 8 | 13 | 8 | 12 | | | | | | |
| 195 The Academy of the Visitation..... | 0 | 3 | 3 | | 0 | 30 | 0 | 9 | 0 | 8 | | | 0 | 10 | | | 0 | 40 | | |
| 196 Friends' School..... | 40 | 35 | 8 | | 40 | 45 | 8 | 5 | 23 | 12 | 10 | 8 | 12 | 10 | 3 | 5 | 1 | 4 | | |
| FLORIDA. | | | | | | | | | | | | | | | | | | | | |
| 197 Normal Park..... | | | | | | | | | 2 | 2 | | | 7 | 5 | | | | | | |
| 198 Boarding and Day School..... | | | | | | | | | 11 | | 2 | | 6 | | 0 | | 25 | | | |
| 199 Cookman Institute..... | 19 | 17 | 5 | | | | | | 19 | 17 | 5 | | 15 | 14 | 5 | | 15 | 14 | | |
| 200 Normal Institute..... | 6 | 3 | 1 | | | | 2 | | 10 | 8 | | | | | | | | | | |
| 201 Convent of Mary Immaculate..... | 0 | 2 | | | 0 | 10 | | | 0 | 12 | 0 | 2 | 0 | 8 | 0 | 2 | 0 | 42 | | |
| 202 Lake City Institute..... | 0 | 15 | | | | | | | 0 | 20 | 0 | 15 | 0 | 10 | 0 | 10 | 0 | 5 | | |
| 203 Florida Institute..... | | | | | | | | | 4 | 3 | | | | | | | | | | |
| 204 Abbott School..... | 2 | 3 | | | | | | | 4 | 2 | | 2 | | | | | 6 | 4 | | |
| 205 St. Leo's College..... | 3 | 0 | 3 | 0 | 0 | | 15 | 0 | 5 | 0 | 5 | 0 | | | | | 13 | 0 | | |
| 206 Holy Name Academy..... | 1 | 4 | 0 | 0 | 0 | 1 | 3 | 2 | 0 | 1 | | | | 5 | | 7 | 2 | 16 | | |
| 207 Convent of the Holy Names of Jesus and Mary..... | | | | | | | | | | | | | | | | | 4 | 32 | | |
| GEORGIA. | | | | | | | | | | | | | | | | | | | | |
| 208 Albany Academy..... | 16 | 15 | 6 | | | | | | 24 | | 2 | | 16 | | 14 | | 31 | | | |
| 209 Home School for Young Ladies..... | 0 | 10 | | | 0 | 30 | 0 | 1 | 0 | 25 | 0 | 15 | 0 | 15 | 0 | 15 | 0 | 30 | | |
| 210 Baptist Seminary..... | 23 | 0 | 5 | 0 | 0 | | | | 30 | 0 | 30 | 0 | 10 | 0 | 70 | 0 | 10 | 0 | | |
| 211 Gordon School..... | 28 | 0 | 4 | 0 | | | | | 27 | 0 | 6 | 0 | 10 | 0 | 70 | 0 | 6 | 0 | | |

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|-----|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 212 | Spelman Seminary..... | 0 | 2 | --- | --- | --- | --- | 0 | 2 | 0 | 84 | 0 | 15 | 0 | 9 | --- | --- | 0 | 52 |
| 213 | Washington Seminary..... | 0 | 25 | --- | --- | 0 | 60 | --- | --- | --- | 33 | 0 | 10 | 0 | 20 | --- | --- | 0 | 12 |
| 214 | West End Academy..... | 10 | 13 | --- | --- | --- | --- | --- | --- | 15 | 15 | 6 | 8 | 0 | 8 | --- | --- | 0 | 8 |
| 215 | Academy of Richmond County..... | 53 | 0 | --- | --- | 12 | 0 | --- | --- | 84 | 0 | 40 | 0 | 20 | 0 | --- | --- | 40 | 0 |
| 216 | St. Mary's Academy..... | 0 | 15 | --- | --- | 0 | 15 | --- | --- | 0 | 25 | 0 | 15 | 0 | 55 | 0 | --- | 0 | 25 |
| 217 | High School..... | 4 | 5 | 2 | --- | --- | --- | --- | --- | 10 | 8 | --- | --- | --- | --- | --- | --- | 9 | 5 |
| 218 | Marian High School..... | 6 | 3 | --- | --- | --- | --- | --- | --- | 10 | 4 | --- | --- | --- | --- | --- | --- | 16 | 5 |
| 219 | Bairdstown Academy..... | --- | --- | --- | --- | --- | --- | --- | --- | 18 | 13 | --- | --- | --- | --- | --- | --- | 150 | --- |
| 220 | Gordon Institute..... | 49 | 51 | 30 | 5 | 0 | 7 | --- | --- | 125 | 131 | 75 | 53 | 31 | 34 | 10 | 9 | 140 | 150 |
| 221 | Blakely Institute..... | 13 | 15 | 8 | 0 | 0 | 0 | 0 | 0 | 13 | 16 | 7 | 8 | 2 | 3 | --- | --- | 13 | 16 |
| 222 | Fells Academy..... | 0 | 1 | --- | --- | --- | --- | --- | --- | 3 | 6 | --- | --- | 1 | 4 | --- | --- | 3 | 25 |
| 223 | West End Institute..... | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 0 | 3 | 0 | 4 | 0 | 0 | 0 | 4 |
| 224 | Hearn Female Seminary..... | 7 | 10 | 0 | 2 | 0 | 0 | 0 | 0 | 12 | 10 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| 225 | Hearn Institute..... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 18 | 22 | 9 | 16 | 7 | 12 | 13 | 25 | 21 |
| 226 | St. Mary's Institute..... | 23 | 18 | 13 | 12 | --- | --- | --- | --- | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| 227 | County Line Academy..... | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| 228 | Centreville Academy..... | --- | --- | --- | --- | --- | --- | --- | --- | 0 | 6 | --- | --- | --- | --- | --- | --- | 0 | 0 |
| 229 | Cleveland Academy..... | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 25 | 5 | 3 | 0 | 0 | 0 | 0 | 15 | 37 |
| 230 | Clevezer College..... | 23 | 20 | 6 | 2 | --- | --- | --- | --- | 0 | 53 | 0 | 37 | 0 | 42 | 0 | 34 | 0 | 62 |
| 231 | Chippell College..... | 0 | 100 | --- | --- | 0 | 63 | --- | --- | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 20 |
| 232 | Seaford School for Girls..... | 0 | 10 | --- | --- | 0 | 20 | 0 | 6 | 10 | 10 | 6 | 7 | 3 | 2 | --- | --- | 15 | 12 |
| 233 | Crawford Academy..... | 5 | 7 | --- | --- | --- | --- | --- | --- | 9 | 4 | 1 | --- | --- | --- | --- | --- | 0 | 0 |
| 234 | Culloden Institute..... | 8 | 4 | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 235 | Decatur Academy..... | 10 | 0 | --- | --- | --- | --- | --- | --- | 8 | 13 | --- | --- | --- | --- | --- | --- | 10 | 0 |
| 236 | Dixie Academy..... | 7 | 12 | 1 | --- | --- | --- | --- | --- | 10 | 6 | 1 | 2 | 7 | 3 | --- | --- | 18 | 15 |
| 237 | School for Boys and Girls..... | 2 | 4 | --- | --- | --- | --- | --- | --- | 18 | 9 | 1 | 6 | 1 | 9 | --- | --- | 6 | --- |
| 238 | High School..... | 15 | 17 | 1 | --- | --- | --- | --- | --- | 10 | 11 | 1 | --- | --- | --- | --- | --- | --- | --- |
| 239 | do..... | 9 | 10 | --- | --- | --- | --- | --- | --- | 13 | 6 | --- | --- | 2 | --- | --- | --- | --- | --- |
| 240 | Elhiay Seminary..... | 1 | 3 | --- | --- | --- | --- | --- | --- | 45 | 28 | 25 | 15 | 15 | 18 | --- | --- | --- | --- |
| 241 | Male and Female School..... | 40 | 30 | 10 | 4 | 3 | 8 | 3 | 7 | 9 | 7 | 4 | 4 | 1 | --- | --- | --- | 15 | 10 |
| 242 | High School..... | 6 | 7 | 5 | 3 | --- | --- | --- | --- | 2 | 5 | --- | --- | --- | --- | --- | --- | 15 | 10 |
| 243 | do..... | 9 | 7 | 3 | --- | --- | --- | --- | --- | 2 | 7 | --- | --- | --- | --- | --- | --- | 13 | 6 |
| 244 | Church Academy..... | 5 | 7 | --- | --- | --- | --- | --- | --- | 9 | 5 | --- | --- | --- | --- | --- | --- | 3 | 6 |
| 245 | Fuller Academy..... | 2 | 10 | --- | --- | --- | --- | --- | --- | 3 | 9 | --- | --- | --- | --- | --- | --- | --- | --- |
| 246 | Thomas Stoeke Institute..... | 14 | 5 | 1 | --- | --- | --- | --- | --- | 14 | 5 | 1 | --- | --- | --- | --- | --- | --- | --- |
| 247 | Greshamville Academy..... | --- | --- | --- | --- | --- | --- | --- | --- | 6 | 2 | --- | --- | --- | --- | --- | --- | 15 | 6 |
| 248 | West Georgia Agricultural and Mechanical College..... | 37 | 34 | 12 | 0 | 0 | 10 | 0 | 0 | 0 | 30 | 28 | 7 | 6 | 9 | 16 | 11 | 14 | 14 |
| 249 | High School..... | 8 | 4 | 2 | 0 | 0 | 0 | 4 | 3 | 10 | 3 | 2 | 0 | 4 | 0 | 4 | 0 | 12 | 4 |
| 250 | Bradwell Institute..... | 2 | 2 | --- | --- | --- | --- | --- | --- | 2 | 2 | --- | --- | 1 | 2 | 8 | --- | --- | --- |
| 251 | American Academy..... | 10 | 6 | 4 | 0 | --- | --- | --- | --- | 10 | 6 | 4 | 1 | --- | --- | --- | --- | --- | --- |
| 252 | Planters' High School..... | 7 | 2 | 1 | --- | --- | 1 | --- | --- | 9 | 5 | --- | --- | 4 | 2 | --- | --- | 5 | 2 |
| 253 | High School..... | 5 | 8 | --- | --- | --- | --- | --- | --- | 15 | 10 | --- | --- | 15 | 10 | --- | --- | 15 | 10 |
| 254 | Talmage Institute..... | 14 | 19 | 8 | --- | --- | --- | --- | --- | 16 | 30 | 5 | 4 | 5 | 3 | --- | --- | 5 | 3 |
| 255 | Martin Institute..... | 24 | 55 | 10 | 0 | 3 | 37 | 0 | 0 | 20 | 37 | 14 | 17 | 2 | 0 | 6 | 8 | 15 | 17 |
| 256 | Anburn Institute..... | 15 | 20 | 5 | 0 | 2 | 0 | 0 | 0 | 15 | 20 | 5 | 3 | 3 | 1 | 3 | 1 | 16 | 20 |
| 257 | Ragan Institute..... | --- | --- | --- | --- | --- | --- | --- | --- | 7 | 1 | --- | --- | --- | --- | --- | --- | --- | --- |
| 258 | High School..... | 4 | 5 | 2 | 0 | 1 | 2 | 0 | 0 | 8 | 7 | 2 | 2 | 2 | 0 | 0 | 2 | 12 | 10 |
| 259 | Lawrenceville Seminary..... | 3 | 3 | --- | --- | --- | --- | --- | --- | 5 | 5 | --- | --- | 2 | 3 | 1 | 2 | 5 | 5 |
| 260 | High School..... | 4 | 3 | --- | --- | --- | --- | --- | --- | 10 | 6 | --- | --- | 4 | 8 | --- | --- | 4 | 12 |
| 261 | McDonough Institute..... | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 50 | 25 | 10 | 12 | --- | --- | --- | 2 | 12 | 14 |
| 262 | Young Harris College..... | 60 | 40 | 12 | 0 | --- | --- | --- | --- | 12 | 10 | 6 | --- | --- | --- | --- | --- | 3 | 8 |
| 263 | Alexander Free School..... | 20 | 10 | 5 | --- | --- | 3 | --- | --- | 30 | 20 | 6 | 4 | 20 | 10 | 20 | 10 | 10 | 10 |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART II—Continued.

| Students pursuing— | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------|--|--|--|--------|--|--|--|--------|--|---------|--|---------|--|----------|--|-----------|--|----------|--|------------|--|------------------|--|
| Name of school. | | | | Latin. | | | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | |
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TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART II—Continued.

| Name of school. | Students pursuing— | | | | | | | | | | | | | | | | | | General history. | |
|----------------------|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|-----------|-----------|------------------|--|
| | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | | | | |
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| 2 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | | |
| LOUISIANA—continued. | | | | | | | | | | | | | | | | | | | | |
| 494 | | | | | | | | | | | | | | | | | | | | |
| 495 | 0 | 11 | | | 0 | 20 | 0 | 1 | 0 | 20 | 0 | 1 | 0 | 15 | 0 | 5 | 0 | 5 | | |
| 496 | 45 | 0 | 3 | 0 | 60 | 0 | 4 | 2 | 0 | 15 | 0 | 2 | 0 | 9 | 0 | 4 | 0 | 20 | | |
| 497 | 0 | 19 | | | 0 | 50 | 0 | 2 | 0 | 28 | 0 | 8 | 0 | 8 | 0 | 0 | 0 | 28 | | |
| 498 | 12 | 0 | 3 | 0 | 90 | 0 | 8 | 0 | 90 | 0 | 18 | 0 | 7 | 0 | 7 | 0 | 7 | 50 | | |
| 499 | | | | | | 80 | 0 | 1 | 0 | 50 | 0 | 25 | 0 | 50 | 0 | 18 | 0 | 75 | | |
| 500 | 10 | 0 | 7 | 0 | 25 | 0 | 15 | 0 | 20 | 0 | 17 | 0 | 14 | 0 | 0 | 25 | 0 | 50 | | |
| 501 | | | | | | 150 | 0 | 15 | 0 | 41 | 0 | 41 | 0 | 54 | 0 | 54 | 19 | 0 | | |
| 502 | | | | | | 0 | 15 | 0 | 20 | 0 | 0 | 0 | 8 | 0 | 10 | 0 | 30 | 0 | | |
| 503 | 16 | 0 | 2 | 0 | 14 | 0 | 1 | 0 | 3 | 0 | 22 | 0 | 0 | 10 | 0 | 8 | 0 | 12 | | |
| 504 | 0 | 20 | | | 0 | 12 | 0 | 3 | 0 | 10 | 0 | 8 | 0 | 8 | 0 | 0 | 0 | 70 | | |
| 505 | | | | | | 0 | 40 | | | 0 | 3 | | | | | | | 10 | | |
| 506 | | | | | | 0 | 2 | 0 | 0 | 4 | 4 | 4 | 0 | 4 | 8 | 4 | 10 | 10 | | |
| 507 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 6 | 4 | 0 | 20 | 0 | 6 | 0 | 40 | | |
| 508 | | | | | | 0 | 0 | 0 | 0 | 25 | 0 | 0 | 10 | 0 | 10 | 0 | 40 | 0 | | |
| 509 | 0 | 0 | 0 | 0 | 40 | 0 | 0 | 0 | 0 | 5 | 25 | 0 | 0 | 26 | 0 | 26 | 0 | 13 | | |
| 510 | | | | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | | |
| 511 | 7 | 3 | | | | | | | 3 | 6 | 1 | | 1 | | | | 1 | | | |
| MAINE. | | | | | | | | | | | | | | | | | | | | |
| 512 | 6 | 13 | 1 | 1 | 4 | 6 | | 4 | 12 | 14 | 2 | 3 | 5 | 3 | | | | | | |
| 513 | 54 | 53 | 28 | 6 | 8 | 14 | | | 98 | 84 | 28 | 24 | 64 | 44 | 22 | 16 | | | | |
| 514 | 25 | 8 | 5 | 0 | 5 | 1 | 0 | 2 | 8 | 5 | 8 | 0 | 5 | 5 | 3 | 4 | 0 | 12 | | |
| 515 | | | | | | 20 | | | 0 | 13 | 5 | 0 | 0 | 3 | 0 | 0 | 0 | 20 | | |
| 516 | 10 | 3 | 5 | 0 | 0 | 0 | 1 | 0 | 20 | 12 | 9 | 0 | 15 | 4 | 2 | 0 | 16 | 5 | | |
| 517 | 11 | 15 | 7 | 3 | 0 | 0 | 0 | 0 | 6 | 8 | 5 | 6 | 4 | 7 | 4 | 7 | 10 | 13 | | |
| 518 | 10 | 0 | 3 | 0 | 10 | 0 | 3 | 0 | 4 | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | | |
| 519 | 8 | 4 | 5 | 2 | 9 | 11 | 1 | 1 | 14 | 10 | 12 | 6 | 4 | 2 | 4 | 5 | 25 | 23 | | |
| 520 | 8 | 19 | 7 | 2 | 2 | | | | 16 | 26 | 6 | 8 | 4 | 2 | 4 | 5 | 6 | 8 | | |
| 521 | 8 | 18 | 22 | 7 | | | | | 10 | 14 | 6 | 8 | 5 | 0 | 6 | 5 | 0 | 0 | | |
| 522 | 16 | 6 | 6 | 3 | 2 | 5 | 0 | 0 | 15 | 30 | 7 | 8 | 12 | 15 | 12 | 15 | 0 | 0 | | |
| 523 | 40 | 8 | 33 | 5 | | | | | 24 | 3 | 8 | 3 | | | | | 15 | 3 | | |

| | 12 | 8 | 5 | 2 | 0 | 8 | 7 | 25 | 15 | 12 | 5 | 20 | 10 | 6 | 5 | 20 | 10 |
|----------------|--|----|-----|----|---|----|----|----|----|----|----|----|----|----|----|----|----|
| 524 | Limington Academy..... | 12 | 8 | 5 | 2 | 0 | 8 | 25 | 15 | 12 | 5 | 20 | 10 | 6 | 5 | 20 | 10 |
| 525 | Monson Academy..... | 6 | 10 | 4 | 0 | 0 | 7 | 8 | 9 | 7 | 10 | 11 | 7 | 3 | 3 | 20 | 0 |
| 526 | Lincoln Academy..... | 22 | 23 | 18 | 6 | 8 | 16 | 50 | 30 | 24 | 20 | 26 | 21 | 10 | 5 | 30 | 0 |
| 527 | Stevens School..... | 3 | 10 | 1 | 1 | 15 | 2 | 35 | 30 | 18 | 4 | 8 | 13 | 0 | 0 | 0 | 0 |
| 528 | Bridgton Academy..... | 36 | 30 | 15 | 3 | 20 | 8 | 28 | 30 | 12 | 10 | 8 | 10 | 4 | 7 | 27 | 8 |
| 529 | Maine Central Institute..... | 18 | 22 | 12 | 3 | 4 | 10 | 27 | 26 | 10 | 22 | 13 | 19 | 3 | 6 | 6 | 6 |
| 530 | Thornton Academy..... | 19 | 26 | 9 | 4 | 4 | 10 | 0 | 12 | 10 | 8 | 6 | 4 | 2 | 4 | 6 | 6 |
| 531 | Berwick Academy..... | 18 | 14 | 3 | 1 | 8 | 12 | 0 | 12 | 10 | 8 | 6 | 4 | 2 | 4 | 6 | 6 |
| 532 | The Eskine School..... | 15 | 5 | 8 | 0 | 0 | 4 | 0 | 8 | 3 | 5 | 5 | 2 | 0 | 0 | 0 | 5 |
| 533 | May School..... | 14 | 14 | 3 | 1 | 1 | 4 | 0 | 14 | 5 | 3 | 1 | 2 | 0 | 0 | 15 | 14 |
| 534 | Douglass Seminary..... | 56 | 27 | 23 | 5 | 2 | 11 | 23 | 10 | 4 | 0 | 6 | 6 | 5 | 6 | 8 | 6 |
| 535 | Coburn Classical Institute..... | 18 | 18 | 9 | 6 | 0 | 5 | 13 | 17 | 6 | 5 | 4 | 4 | 5 | 2 | 3 | 4 |
| 536 | Wilton Academy..... | | | | | | | | | | | | | | | | |
| MARYLAND. | | | | | | | | | | | | | | | | | |
| 537 | Normal Institute..... | | | | | 25 | 0 | 35 | 0 | 35 | 0 | 46 | 35 | 46 | 0 | 46 | 0 |
| 538 | Academy of the Visitation..... | | | | | 0 | 20 | 15 | 35 | 0 | 8 | 0 | 35 | 0 | 30 | 0 | 90 |
| 539 | Boy's School of St. Paul's Parish..... | | | | | | | 8 | 0 | 4 | 0 | 5 | 0 | 0 | 6 | 10 | 0 |
| 540 | The Bryn Mawr Preparatory School for Girls..... | 5 | 0 | 0 | 2 | 0 | 98 | 25 | 23 | 0 | 41 | 0 | 0 | 0 | 0 | 0 | 70 |
| 541 | Calvert Hall..... | 25 | 0 | 6 | 0 | 15 | 0 | 70 | 10 | 0 | 70 | 0 | 6 | 0 | 0 | 70 | 0 |
| 542 | Epiphany Apostolic College..... | 45 | 0 | 27 | 0 | 4 | 11 | 9 | 65 | 9 | 17 | 34 | 24 | 9 | 7 | 47 | 65 |
| 543 | Friends Elementary and High School..... | 26 | 23 | 5 | 0 | 4 | 86 | 75 | 0 | 70 | 0 | 35 | 0 | 15 | 0 | 25 | 0 |
| 544 | The Girls' Latin School..... | 0 | 124 | 0 | 4 | 0 | 42 | 0 | 68 | 0 | 48 | 0 | 6 | 0 | 13 | 0 | 25 |
| 545 | Gymnasium School..... | 76 | 0 | 8 | 0 | 0 | 30 | 8 | 6 | 10 | 6 | 0 | 0 | 0 | 0 | 52 | 0 |
| 546 | Mount Vernon Institute..... | 0 | 25 | 0 | 0 | 5 | 0 | 19 | 0 | 11 | 0 | 26 | 0 | 15 | 0 | 0 | 0 |
| 547 | School for Boys..... | 42 | 0 | 13 | 0 | 37 | 0 | 77 | 0 | 75 | 0 | 26 | 0 | 12 | 0 | 12 | 0 |
| 548 | The University School for Boys..... | 94 | 0 | 0 | 0 | 12 | 0 | 8 | 2 | 4 | 1 | 0 | 0 | 0 | 0 | 22 | 0 |
| 549 | Brookville Academy..... | 4 | 0 | 4 | 0 | 0 | 0 | 30 | 0 | 40 | 0 | 10 | 0 | 5 | 0 | 17 | 0 |
| 550 | Charlotte Hall School..... | 18 | 0 | 7 | 0 | 2 | 0 | 40 | 0 | 14 | 0 | 10 | 0 | 5 | 0 | 3 | 0 |
| 551 | Grammar School..... | 21 | 0 | 0 | 0 | 0 | 2 | 11 | 10 | 14 | 0 | 10 | 0 | 5 | 0 | 3 | 0 |
| 552 | West Nottingham Academy..... | 12 | 11 | 0 | 0 | 0 | 0 | 3 | 0 | 17 | 5 | 8 | 5 | 3 | 1 | 6 | 0 |
| 553 | Allegheny County Academy..... | 4 | 3 | 0 | 0 | 0 | 0 | 4 | 0 | 14 | 0 | 1 | 4 | 5 | 0 | 0 | 0 |
| 554 | Friends Select School..... | 20 | 13 | 3 | 0 | 0 | 0 | 7 | 20 | 15 | 3 | 6 | 20 | 15 | 0 | 4 | 0 |
| 555 | Elkton Academy..... | 6 | 4 | 0 | 0 | 3 | 2 | 3 | 4 | 10 | 10 | 10 | 8 | 8 | 4 | 6 | 5 |
| 556 | Oakland Boarding School..... | 20 | 0 | 3 | 0 | 1 | 0 | 31 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 5 | 0 |
| 557 | Frederick College..... | 5 | 0 | 1 | 0 | 0 | 21 | 2 | 0 | 0 | 18 | 0 | 26 | 0 | 25 | 0 | 32 |
| 558 | St. John's Literary Institution..... | 0 | 17 | 0 | 5 | 0 | 0 | 31 | 0 | 10 | 0 | 4 | 0 | 4 | 0 | 14 | 0 |
| 559 | Kee Mar College..... | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 560 | McDonough School..... | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 0 | 17 | 0 | 22 | 0 | 8 | 0 | 31 | 0 |
| 561 | Classical Institute..... | 37 | 0 | 1 | 0 | 25 | 0 | 40 | 0 | 17 | 0 | 0 | 0 | 0 | 0 | 16 | 0 |
| 562 | Rockville Academy..... | 9 | 0 | 2 | 0 | 3 | 0 | 10 | 0 | 5 | 0 | 10 | 0 | 3 | 0 | 16 | 0 |
| 563 | St. George's Hall for Boys and Young Men..... | 0 | 1 | 0 | 0 | 0 | 14 | 0 | 10 | 0 | 4 | 0 | 12 | 0 | 4 | 0 | 4 |
| 564 | Female Seminary..... | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 4 | 0 | 10 | 0 | 0 | 0 | 35 |
| 565 | Rockland School for Girls..... | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 10 | 0 | 10 | 0 | 30 | 0 | 0 | 0 |
| 566 | High School..... | 1 | 3 | 0 | 0 | 0 | 0 | 5 | 10 | 4 | 5 | 6 | 3 | 3 | 0 | 3 | 8 |
| 567 | Linnagore Academy and Normal Institute..... | 5 | 0 | 0 | 0 | 0 | 0 | 15 | 16 | 15 | 16 | 16 | 14 | 0 | 0 | 31 | 16 |
| MASSACHUSETTS. | | | | | | | | | | | | | | | | | |
| 568 | Mount Pleasant Institute..... | 1 | 0 | 1 | 0 | 1 | 0 | 4 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| 569 | Mrs. W. F. Stearns Home School for Young Ladies..... | 0 | 2 | 0 | 0 | 0 | 9 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART II—Continued.

| Name of school. | | Students pursuing— | | | | | | | | | | | | | | | | General history. | |
|--------------------------|---|--------------------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|-----|
| | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | |
| 2 | | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 |
| MASSACHUSETTS—continued. | | | | | | | | | | | | | | | | | | | |
| 570 | Abbott Academy | 0 | 39 | 0 | 2 | 0 | 21 | 0 | 20 | 0 | 16 | 0 | 12 | 0 | 14 | 0 | 10 | 0 | 15 |
| 571 | Phillips Academy | 320 | 0 | 184 | 0 | 75 | 0 | 75 | 0 | 215 | 0 | 113 | 0 | 50 | 0 | 30 | 0 | 8 | --- |
| 572 | Punchard Free School | 11 | 34 | 6 | 6 | 10 | 6 | 5 | 4 | 15 | 20 | 8 | 12 | 8 | 12 | 8 | 12 | 11 | 5 |
| 573 | Cushing Academy | 27 | 31 | 14 | 5 | 4 | 6 | 5 | 4 | 15 | 16 | 7 | 7 | 15 | 6 | 5 | 5 | 0 | --- |
| 574 | Riverside School (Wellesley Preparatory) | 0 | 17 | 0 | 2 | 0 | 10 | 0 | 6 | 0 | 13 | 0 | 7 | 5 | 10 | 2 | 5 | 0 | 14 |
| 575 | Powers Institute | 2 | 11 | 0 | 1 | 0 | 0 | 1 | 4 | 8 | 15 | 3 | 3 | 3 | 5 | 10 | 2 | 6 | 4 |
| 576 | Home School | 6 | 4 | 0 | 0 | 0 | 10 | 0 | 0 | 11 | 13 | 3 | 4 | 6 | 4 | 6 | 4 | 6 | 4 |
| 577 | Academy of Notre Dame | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 578 | Berkley School | 23 | 8 | 12 | 4 | 25 | 5 | 16 | 0 | 34 | 12 | 23 | 5 | 27 | 3 | 6 | 0 | 37 | 0 |
| 579 | Female Academy of the Sacred Heart | 0 | 44 | 0 | 0 | 56 | 0 | 27 | 0 | 39 | 0 | 19 | 0 | 12 | 0 | 12 | 0 | 0 | 12 |
| 580 | Hales' School for Boys | 25 | 0 | 0 | 0 | 0 | 30 | 0 | 31 | 0 | 8 | 0 | 7 | 0 | 40 | 0 | 7 | 0 | 60 |
| 581 | Home and Day School for Girls | 0 | 12 | 0 | 0 | 0 | 20 | 0 | 12 | 0 | 4 | 0 | 2 | 0 | 6 | 0 | 0 | 0 | 20 |
| 582 | Misses Hubbard's School for Girls | 0 | 6 | --- | --- | --- | 0 | 46 | 0 | 30 | 0 | 12 | 0 | 7 | 0 | 40 | 0 | 37 | 0 |
| 583 | Miss Ireland's School | 0 | 15 | --- | --- | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 584 | Miss Abby H. Johnson's Home and Day School for Young Ladies | 0 | 10 | 0 | 0 | 0 | 30 | 0 | 15 | 0 | 2 | 0 | 0 | 0 | 24 | 0 | 0 | 0 | 20 |
| 585 | Private Classical School | 138 | 0 | 70 | 0 | 120 | 0 | 100 | 0 | 80 | 0 | 45 | 0 | 25 | 0 | 0 | 0 | 90 | 0 |
| 586 | Bradford Academy | 0 | 50 | 3 | 0 | 1 | 90 | 0 | 50 | 0 | 40 | 0 | 18 | 0 | 25 | 0 | 40 | 0 | 50 |
| 587 | Cartoon School for Young Men and Boys | 8 | 0 | 3 | 0 | 4 | 4 | --- | --- | 11 | 0 | 3 | 0 | 8 | 0 | 8 | 0 | 5 | 0 |
| 588 | Hitchcock Free High School | 9 | 11 | 2 | 1 | 1 | 0 | --- | --- | 10 | 10 | 7 | 7 | 7 | 7 | 7 | 7 | 5 | 5 |
| 589 | The Cambridge School | 0 | 44 | 0 | 10 | 0 | 53 | 0 | 30 | 0 | 35 | 0 | 5 | 0 | 4 | 0 | 6 | 0 | 16 |
| 590 | Private School for Boys and Girls | 8 | 6 | 2 | 3 | 3 | 4 | 2 | 5 | 4 | 5 | 2 | 2 | 0 | 5 | 0 | 0 | 4 | 0 |
| 591 | Day and Family School for Boys | 7 | 0 | 5 | 0 | 16 | 0 | 7 | 0 | 11 | 0 | 8 | 0 | 11 | 0 | 1 | 0 | 4 | 0 |
| 592 | Home School | 13 | 0 | 6 | 0 | 13 | 0 | 5 | 9 | 0 | 7 | 0 | 3 | 0 | 2 | 0 | 0 | 0 | 0 |
| 593 | The Willard Home School | 0 | 9 | 0 | 1 | 0 | 15 | 0 | 9 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 594 | Shawmut School | 0 | 6 | --- | --- | --- | 10 | --- | --- | 0 | 3 | 0 | 2 | 5 | 9 | 3 | 6 | 10 | 17 |
| 595 | Partridge Academy | 1 | 14 | 0 | 0 | 4 | 0 | 8 | 0 | 7 | 18 | 11 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| 596 | Powder Point School | 4 | 0 | 0 | 4 | 24 | 0 | 9 | 0 | 17 | 0 | 35 | 0 | 25 | 0 | 8 | 0 | 12 | 0 |
| 597 | Williston Seminary | 59 | 0 | 32 | 4 | 0 | 9 | 0 | 40 | 0 | 132 | 0 | 105 | 0 | 12 | 0 | 15 | 0 | 97 |
| 598 | Northfield Seminary | 0 | 229 | 0 | 33 | 0 | 3 | 0 | 90 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| 599 | Home School | 2 | 10 | 3 | 2 | 2 | 2 | 2 | 2 | 5 | 15 | 8 | 8 | 7 | 7 | 7 | 2 | 27 | 22 |
| 600 | Dean Academy | 16 | 14 | 3 | 3 | 9 | 15 | 2 | 8 | 25 | 6 | 8 | 1 | 8 | 5 | 1 | 0 | 1 | 0 |
| 601 | Housatonic Hall | 0 | 4 | 0 | 0 | 1 | 19 | 0 | 2 | 0 | 15 | 0 | 1 | 0 | 7 | 7 | 5 | 27 | 22 |

| | | | | | | | | | | | | | | | | | | | | | |
|-----------|---|-----|----|----|----|----|----|----|----|----|----|-----|----|----|----|----|----|----|----|----|----|
| 602 | Sedgwick Institute..... | 13 | 0 | 9 | 0 | 4 | 0 | 7 | 0 | 11 | 0 | 17 | 5 | 19 | 0 | 13 | 0 | 2 | 0 | 12 | 20 |
| 603 | Prospect Hill School..... | 60 | 8 | 41 | 0 | 1 | 45 | 7 | 18 | 12 | 0 | 32 | 0 | 17 | 0 | 6 | 4 | 0 | 0 | 0 | 0 |
| 604 | Groton School..... | 60 | 8 | 3 | 0 | 4 | 0 | 4 | 7 | 1 | 0 | 4 | 10 | 2 | 6 | 3 | 4 | 0 | 0 | 0 | 8 |
| 605 | Lawrence Academy..... | 13 | 18 | 3 | 6 | 2 | 19 | 0 | 19 | 0 | 0 | 10 | 3 | 6 | 9 | 4 | 0 | 0 | 0 | 0 | 0 |
| 606 | Hopkins Academy..... | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 5 | 0 | 3 | 4 | 4 | 4 | 4 | 4 |
| 607 | Hanover Academy..... | 4 | 7 | 0 | 0 | 0 | 0 | 3 | 4 | 0 | 0 | 8 | 7 | 6 | 3 | 8 | 4 | 1 | 11 | 28 | 2 |
| 608 | Broomfield School..... | 1 | 15 | 0 | 3 | 2 | 0 | 2 | 19 | 0 | 6 | 2 | 10 | 7 | 10 | 6 | 6 | 0 | 5 | 5 | 2 |
| 609 | Smith Academy..... | 610 | 16 | 8 | 10 | 0 | 0 | 0 | 0 | 2 | 20 | 3 | 4 | 1 | 4 | 4 | 3 | 11 | 8 | 13 | 0 |
| 610 | Derby Academy..... | 611 | 15 | 9 | 1 | 28 | 17 | 7 | 14 | 18 | 13 | 15 | 10 | 15 | 10 | 23 | 11 | 16 | 8 | 13 | 0 |
| 611 | The Tabor Academy..... | 612 | 45 | 30 | 17 | 6 | 8 | 0 | 20 | 15 | 0 | 120 | 0 | 55 | 0 | 24 | 0 | 12 | 0 | 43 | 0 |
| 615 | Milton Academy..... | 104 | 0 | 44 | 0 | 18 | 0 | 18 | 0 | 8 | 0 | 120 | 0 | 15 | 25 | 20 | 30 | 20 | 30 | 15 | 15 |
| 616 | Mount Hermon Boys' School..... | 10 | 15 | 0 | 0 | 0 | 0 | 0 | 20 | 5 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| 617 | Admiral Sir Isaac Coffin Lancasterian School..... | 1 | 8 | 2 | 2 | 2 | 4 | 4 | 25 | 3 | 13 | 3 | 9 | 1 | 8 | 1 | 8 | 2 | 6 | 6 | 6 |
| 618 | Home School..... | 20 | 25 | 2 | 1 | 23 | 25 | 3 | 13 | 3 | 13 | 3 | 9 | 1 | 8 | 1 | 8 | 2 | 6 | 6 | 6 |
| 619 | Friends' Academy..... | 3 | 5 | 1 | 1 | 0 | 0 | 0 | 1 | 13 | 2 | 8 | 2 | 7 | 1 | 0 | 0 | 3 | 0 | 0 | 0 |
| 620 | New Salem Academy..... | 20 | 5 | 9 | 2 | 16 | 5 | 3 | 1 | 13 | 2 | 8 | 2 | 7 | 1 | 0 | 0 | 3 | 0 | 0 | 0 |
| 621 | Mr. Cutter's Preparatory School..... | 20 | 5 | 9 | 2 | 16 | 5 | 3 | 1 | 13 | 2 | 8 | 2 | 7 | 1 | 0 | 0 | 3 | 0 | 0 | 0 |
| 622 | Mary A. Burnham's Classical School..... | 0 | 65 | 0 | 9 | 0 | 63 | 0 | 30 | 0 | 24 | 0 | 24 | 0 | 6 | 0 | 5 | 0 | 2 | 0 | 2 |
| 623 | Wheaton Female Seminary..... | 0 | 20 | 0 | 0 | 0 | 0 | 0 | 63 | 0 | 12 | 0 | 9 | 0 | 12 | 0 | 9 | 0 | 27 | 0 | 18 |
| 624 | Home School for Boys..... | 4 | 0 | 1 | 0 | 3 | 0 | 3 | 0 | 27 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 625 | Norte Dame Academy..... | 0 | 20 | 0 | 0 | 0 | 18 | 0 | 0 | 6 | 0 | 14 | 0 | 8 | 0 | 9 | 0 | 7 | 0 | 4 | 4 |
| 626 | Private School..... | 0 | 8 | 0 | 2 | 2 | 0 | 12 | 0 | 12 | 0 | 10 | 0 | 1 | 0 | 14 | 0 | 6 | 0 | 18 | 10 |
| 627 | Arms Academy..... | 10 | 10 | 4 | 2 | 4 | 6 | 6 | 6 | 1 | 30 | 31 | 0 | 0 | 1 | 0 | 10 | 0 | 10 | 10 | 7 |
| 628 | Sawin Academy and Dowse High School..... | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 40 | 0 | 3 | 6 | 3 | 6 | 3 | 6 | 7 | 7 |
| 629 | St. Mark's School..... | 102 | 0 | 75 | 0 | 90 | 0 | 90 | 0 | 30 | 0 | 90 | 0 | 40 | 0 | 30 | 0 | 3 | 6 | 7 | 7 |
| 630 | The Thayer Academy..... | 17 | 41 | 7 | 11 | 24 | 37 | 4 | 29 | 25 | 20 | 22 | 7 | 29 | 4 | 6 | 4 | 3 | 13 | 3 | 3 |
| 631 | South Lancaster Academy..... | 12 | 3 | 6 | 0 | 0 | 0 | 0 | 8 | 10 | 5 | 8 | 4 | 6 | 4 | 6 | 4 | 0 | 15 | 0 | 10 |
| 632 | "The Elms,"..... | 0 | 13 | 0 | 1 | 0 | 38 | 0 | 0 | 5 | 0 | 15 | 0 | 7 | 0 | 5 | 0 | 1 | 0 | 0 | 7 |
| 632 | Preparatory School for College..... | 7 | 0 | 3 | 0 | 1 | 0 | 1 | 0 | 2 | 0 | 5 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 633 | School for Girls..... | 0 | 27 | 0 | 0 | 0 | 20 | 0 | 20 | 0 | 6 | 0 | 6 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| 634 | Bristol Academy..... | 24 | 13 | 12 | 2 | 30 | 21 | 9 | 5 | 32 | 14 | 12 | 13 | 12 | 13 | 4 | 9 | 3 | 0 | 7 | 7 |
| 635 | Dana Hall School..... | 0 | 62 | 0 | 8 | 0 | 25 | 0 | 22 | 0 | 33 | 0 | 33 | 0 | 17 | 0 | 0 | 0 | 0 | 0 | 0 |
| 636 | Howard Seminary..... | 0 | 12 | 1 | 0 | 10 | 0 | 16 | 0 | 17 | 0 | 10 | 0 | 3 | 0 | 3 | 0 | 0 | 12 | 0 | 14 |
| 637 | Westford Academy..... | 8 | 16 | 1 | 1 | 9 | 13 | 9 | 15 | 13 | 8 | 6 | 10 | 11 | 10 | 11 | 8 | 6 | 9 | 16 | 16 |
| 638 | English and Classical School..... | 21 | 30 | 27 | 12 | 35 | 10 | 8 | 22 | 6 | 11 | 3 | 16 | 11 | 3 | 16 | 12 | 48 | 19 | 48 | 19 |
| 639 | Wesleyan Academy..... | 70 | 30 | 27 | 12 | 10 | 15 | 8 | 14 | 75 | 56 | 32 | 23 | 18 | 8 | 7 | 8 | 7 | 15 | 0 | 0 |
| 640 | The Highlands Military Academy..... | 5 | 0 | 0 | 5 | 0 | 2 | 0 | 15 | 0 | 15 | 0 | 12 | 6 | 10 | 0 | 9 | 0 | 0 | 0 | 0 |
| 641 | Private School for Boys..... | 25 | 0 | 14 | 0 | 10 | 0 | 17 | 0 | 15 | 0 | 14 | 0 | 7 | 0 | 7 | 0 | 0 | 0 | 0 | 0 |
| 642 | The Worcester Academy..... | 90 | 0 | 55 | 0 | 25 | 0 | 25 | 0 | 10 | 0 | 75 | 0 | 40 | 0 | 15 | 0 | 6 | 0 | 12 | 0 |
| MICHIGAN. | | | | | | | | | | | | | | | | | | | | | |
| 643 | Raisin Valley Seminary..... | 5 | 7 | 6 | 11 | 10 | 15 | 10 | 5 | 8 | 10 | 6 | 8 | 8 | 8 | 12 | 8 | 7 | 6 | 10 | 10 |
| 644 | Normal and Collegiate Institute..... | 36 | 45 | 6 | 2 | 0 | 1 | 0 | 2 | 19 | 16 | 36 | 49 | 20 | 18 | 24 | 21 | 18 | 39 | 46 | 46 |
| 645 | The Detroit School for Boys..... | 3 | 0 | 2 | 0 | 1 | 0 | 1 | 0 | 3 | 0 | 3 | 0 | 3 | 0 | 3 | 0 | 2 | 0 | 1 | 0 |
| 646 | Detroit Seminary..... | 0 | 15 | 0 | 0 | 0 | 30 | 0 | 10 | 0 | 40 | 0 | 40 | 0 | 7 | 0 | 15 | 0 | 15 | 0 | 80 |
| 647 | Akeley Institute..... | 0 | 10 | 0 | 2 | 0 | 12 | 0 | 12 | 0 | 10 | 0 | 10 | 0 | 5 | 0 | 10 | 0 | 0 | 12 | 6 |
| 648 | English and Classical School..... | 0 | 15 | 0 | 0 | 0 | 8 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 10 | 0 | 0 | 0 | 6 |
| 649 | St. Mark's Academy..... | 0 | 0 | 0 | 0 | 0 | 1 | 12 | 0 | 0 | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 |
| 650 | School for Boys..... | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 |

MICHIGAN.

| | | | | | | | | | | | | | |
|-----|----|----|---|----|----|---|----|----|----|----|----|----|----|
| 643 | 36 | 45 | 7 | 11 | 15 | 5 | 10 | 6 | 8 | 12 | 8 | 7 | 6 |
| 644 | 35 | 45 | 6 | 11 | 15 | 5 | 16 | 43 | 20 | 24 | 21 | 18 | 21 |
| 645 | 38 | 0 | 2 | 0 | 1 | 2 | 3 | 0 | 3 | 0 | 2 | 0 | 39 |
| 646 | 0 | 15 | 0 | 0 | 30 | 0 | 1 | 0 | 7 | 3 | 0 | 15 | 0 |
| 647 | 0 | 15 | 0 | 2 | 0 | 6 | 10 | 40 | 0 | 0 | 0 | 15 | 0 |
| 648 | 0 | 15 | 0 | 0 | 12 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 12 |
| 649 | 0 | 15 | 0 | 0 | 8 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 6 |
| 650 | 9 | 0 | 0 | 0 | 1 | 0 | 0 | 3 | 0 | 10 | 0 | 0 | 0 |
| 651 | 9 | 0 | 0 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| 652 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART II—Continued.

| Students pursuing— | | | | | | | | | | | | | | | | | | | |
|---------------------|--------------------------------------|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|
| Name of school. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| 2 | | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 |
| MICHIGAN—continued. | | | | | | | | | | | | | | | | | | | |
| 651 | Michigan Female Seminary..... | 0 | 18 | | | | | | | | | | | | | | | | |
| 652 | St. Joseph's Academy..... | | | | | 0 | 12 | 0 | 13 | 0 | 10 | 0 | 8 | 0 | 9 | 0 | 12 | | |
| 653 | St. Mary's Academy..... | | | | | 0 | 50 | | | 2 | 15 | | 5 | | 8 | | | | |
| 654 | St. Mary's Academy..... | | | | | | | | | 0 | 20 | 0 | 51 | 0 | 51 | 0 | 5 | 0 | 51 |
| 655 | Michigan Military Academy..... | 39 | 0 | 5 | 0 | 27 | 8 | 0 | 4 | 0 | 159 | 0 | 9 | 0 | 7 | 0 | 3 | 0 | 30 |
| 656 | Academy of the Sacred Heart..... | 0 | 15 | | | 0 | 0 | 46 | 0 | 0 | 30 | 0 | 12 | 0 | 18 | 0 | 9 | 0 | 36 |
| 657 | Spring Arbor Seminary..... | 9 | 1 | 3 | | 0 | 0 | 0 | 0 | 6 | 17 | 5 | 2 | 6 | 3 | 1 | 5 | 6 | 8 |
| MINNESOTA. | | | | | | | | | | | | | | | | | | | |
| 658 | Lutheran High School..... | 6 | | | | | | 6 | 4 | 3 | 2 | 2 | 2 | 3 | | | | 5 | 2 |
| 659 | Bethlehem Academy..... | | | | | | | | | 0 | 10 | 0 | 10 | 0 | 10 | 0 | 3 | 0 | 12 |
| 660 | St. Mary's Hall..... | 0 | 56 | | | 0 | 37 | 0 | 20 | 0 | 35 | 0 | 10 | 0 | 20 | 0 | 20 | 0 | 50 |
| 661 | Shattuck School..... | 108 | 0 | 8 | 0 | | | | 54 | 0 | 108 | 0 | 38 | 0 | | 46 | 0 | 51 | 0 |
| 662 | Convent of Our Lady of the Lake..... | | | | | | | | | | | | | | | | | | |
| 663 | Bennet Seminary..... | 0 | 6 | | | 0 | 20 | 0 | 10 | 0 | 5 | | 12 | 0 | 10 | 0 | 0 | 0 | 10 |
| 664 | Minneapolis Academy..... | 45 | 18 | 15 | 2 | | | 10 | 9 | 45 | 15 | 17 | 3 | 14 | 6 | 10 | 4 | 0 | 20 |
| 665 | Stanley Hall..... | | | | | | | | | | | | | | | | | | |
| 666 | Miss Usher's School..... | | | | | | | | | | | | | | | | | | |
| 667 | Wraaman's Academy..... | 2 | 4 | 1 | | | 5 | | 4 | 8 | 5 | 8 | 5 | 10 | 4 | 0 | 0 | 20 | 3 |
| 668 | Windom Institute..... | 10 | 6 | 3 | | 0 | 0 | 6 | 5 | 18 | 14 | 3 | 2 | 7 | 4 | 3 | | 3 | 1 |
| 669 | Hope Academy..... | 4 | 4 | | | | | 5 | 5 | 13 | 9 | 7 | 5 | 7 | 5 | 3 | | 10 | 11 |
| 670 | Fallsbury Academy..... | 25 | 24 | 6 | 4 | | | 10 | 8 | 33 | 30 | 10 | 8 | 7 | 9 | 3 | 2 | 10 | 11 |
| 671 | Red Wing Seminary..... | 10 | 0 | 5 | 0 | | | 10 | 0 | 13 | 0 | 5 | 0 | 6 | 0 | | | 10 | 0 |
| 672 | Notre Dame de Lourdes Academy..... | 0 | 5 | | | 0 | | 0 | 10 | 0 | 10 | 0 | 4 | | | | | 0 | 5 |
| 673 | St. Benedict's Seminary..... | | | | | | | | | 0 | 1 | | | | | | | 0 | 12 |
| 674 | Baldwin Seminary..... | 1 | 12 | 3 | | 11 | 21 | 9 | 19 | 12 | 13 | 10 | 3 | 8 | 2 | 6 | 4 | 12 | 4 |
| 675 | Willmar Seminary..... | 15 | | 0 | | | | 3 | 24 | 22 | 8 | 10 | 4 | 9 | 4 | 2 | 1 | 2 | |
| MISSISSIPPI. | | | | | | | | | | | | | | | | | | | |
| 676 | Pleasant Hill High School..... | 3 | 0 | 2 | 2 | | | | | 4 | 5 | 3 | 6 | 3 | 3 | 2 | 2 | 2 | 2 |
| 677 | Male and Female College..... | 10 | 2 | 4 | | | | | | 6 | 4 | 3 | 5 | 8 | 5 | 8 | 5 | | |

| | | | | | | | | | | | | | | | | | |
|-----|------------------------------------|----|----|----|---|---|---|---|----|----|----|----|----|----|----|----|----|
| 678 | Booneville Institute..... | 8 | 7 | | | | | | | 20 | 10 | 5 | 4 | 20 | 14 | | 17 |
| 679 | Normal College..... | 6 | 0 | 1 | | | | | | 16 | 5 | | | 5 | | | 1 |
| 680 | Kate Tucker Institute..... | 2 | 0 | | | | | | | 3 | 12 | | | 9 | 4 | 12 | 2 |
| 681 | Female College..... | 2 | 42 | | | | | | | 3 | 18 | | | 4 | | | 13 |
| 682 | Male and Female High School..... | 2 | 2 | | | | | | | 12 | 14 | 0 | 4 | 0 | 4 | 0 | 7 |
| 683 | Normal High School..... | 5 | 7 | | | | | | | 12 | 8 | 1 | 0 | 12 | 6 | 2 | 3 |
| 684 | Woodland Academy..... | 3 | 9 | | | | | | | 3 | 8 | | | 0 | 10 | 8 | 15 |
| 685 | Mount Herman Female Seminary..... | 3 | 2 | | | | | | | 3 | 9 | | | 3 | 9 | | 3 |
| 686 | Coldwater Academy..... | 1 | 14 | 2 | | | | | | 1 | 3 | | | | 3 | 1 | 1 |
| 687 | High School..... | 9 | 8 | | | | | | | 11 | 15 | | | 6 | 8 | 9 | 20 |
| 688 | Conchattia Institute..... | 5 | 8 | | | | | | | 15 | 12 | 4 | 1 | 1 | 20 | 15 | 3 |
| 689 | High School..... | 1 | 5 | | | | | | | 6 | 8 | 3 | 8 | 4 | 8 | 1 | |
| 690 | Duck Hill Institute..... | 1 | 4 | | | | | | | 1 | 1 | 6 | | 3 | 5 | | |
| 691 | Mullen Institute..... | 2 | 3 | | | | | | | 2 | 2 | | 2 | 2 | 8 | | |
| 692 | Central Mississippi Institute..... | 2 | 3 | | | | | | | 4 | 6 | | | | | | |
| 693 | French Camp Academy..... | 25 | 0 | 18 | 0 | 0 | 2 | | | 20 | 0 | 18 | 0 | 8 | 15 | 2 | 8 |
| 694 | Jasper Normal High School..... | 4 | 2 | 0 | 0 | 0 | | | | 5 | 4 | 4 | 2 | 8 | 4 | 1 | 10 |
| 695 | High School..... | 8 | 4 | 1 | 0 | 0 | | | | 9 | 3 | 0 | 0 | 8 | 7 | 1 | 4 |
| 696 | Bethlehem Academy..... | 0 | 1 | 0 | 0 | 0 | 6 | | | 0 | 6 | 0 | 0 | 8 | 4 | 0 | 3 |
| 697 | High School..... | 6 | | | | | | | | 5 | 1 | | | 6 | 7 | 4 | 0 |
| 698 | Normal School..... | 3 | 2 | | | | | | | 8 | 4 | 4 | 2 | 5 | 4 | 2 | 3 |
| 699 | Male and Female Institute..... | 9 | 21 | 0 | 0 | 0 | | | | 5 | 4 | 4 | 2 | 5 | 4 | 2 | 4 |
| 700 | High School..... | 2 | 4 | 0 | 0 | 0 | | | | 7 | 26 | 1 | 1 | 1 | 0 | 0 | 10 |
| 701 | Male and Female College..... | 5 | 13 | 0 | 0 | 0 | | | | 4 | 6 | 2 | 1 | 1 | 0 | 0 | 5 |
| 702 | Meridian Academy..... | 10 | 6 | | 2 | | | | | 17 | 3 | 8 | 2 | 4 | 17 | 4 | 5 |
| 703 | Normal College..... | 15 | 10 | | | | | | | 11 | 8 | 8 | 2 | 9 | 2 | | 4 |
| 704 | Cathedral School..... | 7 | 0 | | | | | | | 20 | 15 | 10 | 12 | 15 | 10 | 5 | 20 |
| 705 | Natchez College..... | 4 | 10 | 2 | 0 | 0 | | | | 8 | 10 | 2 | 0 | 6 | 3 | 0 | 0 |
| 706 | St. Joseph's School..... | | | | | | | | | 5 | 5 | 1 | 0 | 11 | 0 | 11 | 0 |
| 707 | Male and Female College..... | 2 | 3 | 1 | | | | | | 38 | 64 | 16 | 20 | 20 | 18 | 16 | 20 |
| 708 | Warren Female Institute..... | 18 | 16 | | | | | | | 5 | 5 | | | | 19 | 15 | 17 |
| 709 | Pass Christian Institute..... | 10 | 5 | | | | | | | 5 | 5 | | | | | | |
| 710 | Male and Female College..... | | | | | | | | | 0 | 35 | | | 5 | | | |
| 711 | Winslow Normal High School..... | 5 | 5 | 2 | | | | | | 5 | 3 | 3 | 1 | 5 | 5 | | |
| 712 | Pleasant Ridge Normal..... | 7 | 8 | | | | | | | 15 | 20 | 5 | 7 | 12 | 18 | 5 | 23 |
| 713 | Male Academy..... | 12 | 8 | 0 | 0 | 0 | | | | 23 | 16 | 12 | 8 | 22 | 16 | 12 | 8 |
| 714 | Normal College..... | 15 | 0 | | | | | | | 22 | 0 | 5 | | 10 | | | 30 |
| 715 | Chamberlain-Hunt Academy..... | 15 | 9 | | | | | | | 5 | 10 | 3 | 6 | 5 | 5 | | 8 |
| 716 | Normal College..... | 12 | 6 | 2 | 0 | 3 | 0 | 6 | 0 | 13 | 8 | 6 | 2 | 15 | 12 | 5 | 3 |
| 717 | Reed Institute..... | 20 | 0 | 2 | 0 | | | | | 30 | 0 | 7 | 0 | 9 | 0 | 9 | 0 |
| 718 | Oakland Normal Institute..... | 11 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 2 | 1 | | | 1 | 15 | 8 | 10 |
| 719 | Rural Hill Academy..... | 12 | 8 | | | | | | | 14 | 7 | 6 | 1 | 7 | 20 | 6 | 1 |
| 720 | Shannon Academy..... | 20 | 55 | 0 | 0 | 2 | 3 | 5 | 26 | 15 | 8 | 5 | 7 | 20 | 12 | 4 | 15 |
| 721 | High School..... | 6 | 2 | | | | | | | 9 | 8 | 3 | 12 | 4 | 13 | 5 | 0 |
| 722 | Collegiate Institute..... | 3 | 5 | | | | | | | 2 | | | | | | | 10 |
| 723 | Toccoola College..... | 2 | 4 | | | | | | | 6 | 12 | 1 | 4 | 14 | 19 | 4 | 8 |
| 724 | Normal Institute..... | 2 | 3 | | | | | | | 15 | 14 | 5 | 6 | 6 | 7 | 1 | 3 |
| 725 | High School..... | 25 | 30 | 3 | 0 | 0 | | | | 5 | 7 | 2 | 2 | 3 | 4 | 6 | 20 |
| 726 | Male and Female Institute..... | 5 | 6 | 0 | 0 | 0 | | | | 25 | 39 | 2 | 2 | 8 | 13 | 14 | 10 |
| 727 | Jefferson College..... | 2 | 0 | 2 | 0 | 0 | | | | 30 | 0 | 1 | 1 | 7 | 6 | 0 | 16 |
| 728 | Male and Female Institute..... | 2 | 0 | 2 | 0 | 0 | | | | 3 | 0 | 1 | 1 | 19 | 0 | 1 | 0 |
| 729 | Jefferson College..... | 2 | 0 | 2 | 0 | 0 | | | | 30 | 0 | 1 | 1 | 19 | 0 | 1 | 0 |

| | | | | | | | | | | | | | | |
|-----------|--------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 763 | Cottley College for Young Ladies | 1 | 20 | 2 | 2 | 3 | 6 | 17 | 25 | 8 | 2 | 10 | 10 | 25 |
| 764 | Odessa College | 7 | 6 | 0 | 0 | 0 | 0 | 17 | 15 | 5 | 5 | 1 | 6 | 7 |
| 765 | Olney Institute | 4 | 3 | 0 | 0 | 0 | 0 | 10 | 12 | 0 | 6 | 4 | 0 | 6 |
| 766 | Oterville College | 4 | 3 | 0 | 0 | 1 | 3 | 20 | 10 | 6 | 12 | 4 | 1 | 0 |
| 767 | Perry Institute and Business College | 8 | 1 | 1 | 0 | 2 | 0 | 25 | 15 | 10 | 10 | 5 | 4 | 1 |
| 768 | Philadelphia Academy | 8 | 3 | 0 | 0 | 0 | 0 | 28 | 8 | 0 | 1 | 4 | --- | --- |
| 769 | Collegiate Institute | 7 | 3 | 0 | 0 | 0 | 0 | 22 | 28 | 1 | 5 | --- | --- | --- |
| 770 | Daughters' College | 4 | 1 | 1 | 3 | 0 | 1 | 22 | 15 | 6 | 7 | 5 | 5 | 10 |
| 771 | Paterson College | 4 | 2 | 0 | 0 | 0 | 0 | 1 | 18 | 1 | 3 | 10 | 8 | 17 |
| 772 | Prarie Home Institute | 2 | 0 | 0 | 0 | 15 | 0 | 5 | 9 | 0 | 3 | 2 | 0 | 0 |
| 773 | Sacred Heart Academy | 0 | 35 | 0 | 0 | 0 | 23 | 0 | 11 | 0 | 41 | 0 | 8 | 0 |
| 774 | Academy of the Sacred Heart | 0 | 58 | 0 | 0 | 46 | 0 | 0 | 0 | 0 | 43 | 0 | 11 | 0 |
| 775 | Young Ladies' Institute | 0 | 28 | 0 | 0 | 8 | 0 | 8 | 28 | 0 | 15 | 0 | 6 | 0 |
| 776 | Collegiate Institute | 22 | 4 | 0 | 0 | 3 | 10 | 1 | 3 | 1 | 1 | 1 | 1 | 4 |
| 777 | Educational Institute | 39 | 0 | 0 | 0 | 4 | 0 | 76 | 0 | 38 | 0 | 0 | 0 | 0 |
| 778 | Hosmer Hall | 0 | 30 | 0 | 0 | 40 | 0 | 20 | 0 | 10 | 0 | 10 | 0 | 1 |
| 779 | The Mary Institute | 0 | 80 | 0 | 10 | 0 | 200 | 0 | 200 | 0 | 38 | 0 | 26 | 0 |
| 780 | Rugby Academy | 31 | 0 | 6 | 0 | 15 | 0 | 39 | 0 | 17 | 0 | 12 | 0 | 0 |
| 781 | The School of the Good Shepherd | 0 | 24 | 0 | 0 | 46 | 0 | 13 | 0 | 6 | 0 | 10 | 0 | 44 |
| 782 | Ursuline Academy and Day School | 0 | 0 | 0 | 0 | 1 | 83 | 24 | 15 | 6 | 15 | 6 | 6 | 70 |
| 783 | Waltham College | 51 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 3 |
| 784 | Seminary for Girls | 0 | 5 | 0 | 1 | 0 | 4 | 19 | 4 | 0 | 3 | 0 | 0 | 4 |
| 785 | Sedgewickville Academy | 4 | 4 | 0 | 0 | 1 | 1 | 40 | 3 | 3 | 34 | 10 | 4 | 40 |
| 786 | Private Normal | --- | --- | --- | --- | --- | --- | 30 | 15 | 5 | 5 | 7 | 0 | 20 |
| 787 | Loretto Academy | --- | --- | --- | --- | --- | --- | 0 | 15 | 0 | 7 | 0 | 4 | 30 |
| 788 | Young Ladies' Seminary | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 0 | 0 |
| 789 | Miller County Institute | 2 | 2 | 0 | 0 | 7 | 8 | 5 | 20 | 15 | 5 | 3 | 7 | 4 |
| 790 | Sweet Springs Academy | 4 | 6 | 0 | 0 | 0 | 0 | 6 | 8 | 8 | 4 | 10 | 4 | 16 |
| 791 | Male and Female Institute | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 10 | 1 | 1 | 0 | 0 | 1 |
| 792 | High School | 3 | 4 | 0 | 0 | 0 | 0 | 12 | 8 | 2 | 0 | 8 | 0 | 0 |
| 793 | Christian Institute | 12 | 11 | --- | --- | --- | --- | 24 | 20 | 8 | 5 | 10 | 6 | 13 |
| MONTANA. | | | | | | | | | | | | | | |
| 794 | Bozeman Academy | 4 | 8 | --- | --- | --- | 1 | 4 | 6 | 8 | 0 | 2 | --- | 6 |
| 795 | West End Academy | --- | --- | --- | --- | --- | --- | 13 | 17 | --- | --- | --- | --- | 4 |
| 796 | St. Mary's Academy | --- | --- | --- | --- | --- | --- | 0 | 5 | 0 | 0 | 2 | 0 | 1 |
| 797 | St. Vincent's Academy | --- | --- | --- | --- | --- | --- | 0 | 20 | 0 | 3 | 0 | 10 | 2 |
| 798 | Ursuline Convent of the Sacred Heart | 0 | 4 | --- | --- | 0 | 3 | 0 | 5 | 0 | 6 | 0 | 0 | 15 |
| 799 | Providence of the Sacred Heart | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 21 |
| NEBRASKA. | | | | | | | | | | | | | | |
| 800 | Blaine School | 3 | 4 | 0 | 0 | 0 | 0 | 5 | 4 | 0 | 8 | 10 | 0 | 10 |
| 801 | Chadron Academy | 12 | 6 | 3 | 0 | --- | --- | 9 | 10 | 10 | 5 | 1 | 8 | 8 |
| 802 | Franklin Academy | 13 | 12 | 5 | 3 | --- | --- | 14 | 13 | 2 | 7 | 4 | 3 | 10 |
| 803 | The Academy | 7 | 8 | --- | --- | --- | --- | 7 | 7 | 2 | 5 | 3 | 2 | --- |
| 804 | Academy of the Sacred Heart | --- | 60 | --- | --- | 0 | 10 | 0 | 12 | 0 | 8 | 40 | 0 | 0 |
| 805 | Brownell Hall | 0 | 42 | --- | --- | 0 | 0 | 21 | 0 | 19 | 0 | 15 | 0 | 13 |
| 806 | St. Catherine's Academy | 0 | 0 | 0 | 0 | 1 | 4 | 9 | 0 | 16 | 0 | 8 | 0 | 12 |
| 807 | Pawnee City Academy | --- | --- | --- | --- | --- | --- | --- | --- | 5 | 0 | 6 | 2 | 0 |
| 808 | St. John's School | 4 | 8 | --- | 1 | --- | --- | 18 | 21 | 5 | 5 | 5 | 25 | 30 |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART II—Continued.

| Name of school. | Students pursuing— | | | | | | | | | | | | | | | | | | General history. | |
|--|--------------------|-------|---------|-------|---------|-------|---------|-------|----------|-------|-----------|-------|----------|-------|------------|-------|---------|----|------------------|--|
| | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | |
| 2 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | | |
| NEBRASKA—continued. | | | | | | | | | | | | | | | | | | | | |
| 809 Luther Academy | 12 | 4 | | | | | 4 | 3 | 17 | 10 | 5 | 3 | | | | | 17 | 11 | | |
| 810 Weeping Water Academy | 6 | 7 | 2 | 1 | 0 | 0 | 0 | 0 | 9 | 10 | 9 | 10 | 5 | 7 | 0 | 0 | 0 | 6 | | |
| 811 School of the Holy Family | | | | | | | | | | 0 | 6 | 0 | 3 | 0 | 24 | | 0 | 5 | | |
| 812 York College | 15 | 14 | 3 | 2 | | | 4 | | 8 | 8 | 12 | 7 | | | | | 4 | 5 | | |
| NEVADA. | | | | | | | | | | | | | | | | | | | | |
| 813 The Bishop Whitaker School for Girls | 0 | 10 | | | | | | | 0 | 25 | 0 | 12 | 0 | 8 | 0 | 12 | 0 | 2 | | |
| NEW HAMPSHIRE. | | | | | | | | | | | | | | | | | | | | |
| 814 Proctor Academy | 5 | 12 | 1 | | 2 | 8 | | | 9 | 12 | 2 | 5 | 0 | 0 | 2 | 3 | 7 | 6 | | |
| 815 Atkinson Academy | 2 | 4 | | | 2 | 1 | | | 4 | 4 | 2 | 2 | 4 | 3 | 1 | 1 | 2 | 4 | | |
| 816 Kezer Seminary | 1 | 0 | 0 | 0 | | | | | 6 | 8 | 2 | 0 | | | | | | | | |
| 817 Colebrook Academy | 3 | 8 | | | 3 | 10 | | | 8 | 20 | 5 | 10 | 4 | 8 | | | 5 | 15 | | |
| 818 Saint Mary's School | 0 | 11 | 0 | | 0 | 11 | 0 | 3 | 0 | 4 | | | | | | | | | | |
| 819 Saint Paul's School | 210 | 0 | 161 | 0 | 117 | 0 | 26 | 0 | 160 | 0 | 62 | 0 | 65 | 0 | 66 | 0 | 181 | 0 | | |
| 820 Pinkerton Academy | 22 | 18 | 7 | 2 | 10 | 6 | 2 | 2 | 18 | 16 | 10 | 6 | 5 | 3 | 2 | 2 | 20 | 18 | | |
| 821 Phillips Exeter Academy | 280 | 0 | 175 | 0 | 84 | 0 | 54 | 0 | 130 | 0 | 130 | 0 | 117 | 0 | 61 | 0 | 50 | 0 | | |
| 822 Robinson Seminary | 0 | 80 | 0 | 7 | 0 | 43 | 0 | 40 | 0 | 45 | 0 | 18 | 0 | 10 | 0 | 30 | 0 | 15 | | |
| 823 Franconia Seminary | 4 | 3 | 1 | 1 | 2 | 4 | 0 | 0 | 10 | 9 | 2 | 2 | 7 | 7 | 5 | 6 | 7 | 4 | | |
| 824 Gilmantown Academy | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 15 | 3 | 2 | 3 | 2 | 3 | 1 | 1 | 1 | | |
| 825 Academy and High School | 3 | 5 | | | | | | | 9 | 12 | 4 | 3 | 3 | 3 | 4 | 3 | 0 | 0 | | |
| 826 Haverhill Academy | 4 | | | | 6 | 2 | | | 8 | 12 | 2 | 3 | 3 | 3 | 2 | 4 | 5 | 4 | | |
| 827 Sanborn Seminary | 19 | 15 | 1 | 3 | 6 | 12 | 3 | 5 | 15 | 9 | 9 | 9 | 6 | 8 | 2 | 4 | 0 | 0 | | |
| 828 Kimball Union Academy | 27 | 23 | 12 | 5 | 7 | 5 | | | 21 | 18 | 9 | 6 | 14 | 11 | 8 | 4 | 20 | 21 | | |
| 829 Literary Institution | 6 | | 1 | 24 | 1 | 3 | | | 31 | 30 | 13 | 12 | 8 | 6 | 5 | 6 | 22 | 23 | | |
| 830 Colby Academy | 26 | 26 | 0 | 3 | 3 | 10 | 1 | 1 | 31 | 23 | 5 | 8 | 12 | 2 | 2 | 4 | 6 | 8 | | |
| 831 Coe's Northwood Academy | 831 | 2 | 2 | | 0 | 0 | 3 | 3 | 6 | 4 | 2 | 3 | 5 | 7 | 4 | 3 | 2 | 6 | | |
| 832 Pembroke Academy | 832 | 10 | 15 | 5 | 2 | | | | 13 | 18 | | | | | | | | | | |
| 833 Holderness School for Boys | 833 | 32 | 0 | 22 | 0 | 14 | 0 | 10 | 35 | 0 | 31 | 0 | 12 | 0 | 12 | 0 | 0 | 25 | | |
| 834 Miss Morgan's Home School | 834 | 0 | 6 | 0 | 0 | 25 | 0 | 20 | 0 | 8 | 0 | 2 | 0 | 11 | 0 | 4 | 0 | 0 | | |
| 835 Smith's Academy and Commercial College | 17 | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 14 | 5 | 7 | 3 | 15 | 4 | 6 | 2 | 13 | 3 | | |

| | 10 | 9 | 2 | 1 | 4 | 9 | 12 | 1 | 3 | 2 | 6 | 1 | 1 |
|---|-----|----|----|----|----|----|-----|----|-----|----|----|----|-----|
| 836 McGaw Normal Institute | 4 | 1 | 3 | 0 | 1 | 27 | 11 | 2 | 1 | 6 | 6 | 1 | 1 |
| 837 Austin Academy | 54 | 32 | 2 | 7 | | 15 | 18 | 7 | 4 | | | 20 | 17 |
| 838 Brewster Free Academy | | | | | | | | | | | | | |
| NEW JERSEY. | | | | | | | | | | | | | |
| 839 Belvidere Academy | 9 | 11 | | 2 | 5 | 7 | 9 | 1 | 3 | | | | |
| 840 Barnum Preparatory School | 2 | 3 | 2 | | 0 | 0 | 20 | 2 | 8 | 6 | 12 | 8 | 20 |
| 841 Blair Presbyterian | 52 | 29 | 23 | 5 | 9 | 5 | 14 | 17 | 14 | 7 | 2 | 0 | 13 |
| 842 The German Theological School of Newark, N. J. | 23 | 0 | 28 | 0 | 12 | 28 | 0 | 8 | | | | 31 | 0 |
| 843 Adelphic Institute | 1 | | | | | | | | | 1 | | 10 | 2 |
| 844 Military Institute | 24 | 0 | 8 | 0 | 0 | 0 | 42 | 0 | 0 | 14 | 0 | | |
| 845 South Jersey Institute | 40 | 20 | 21 | 1 | 1 | 10 | 40 | 25 | 10 | 31 | 13 | 27 | 10 |
| 846 West Jersey Academy | 22 | 0 | 8 | 0 | 2 | 0 | 28 | 0 | 12 | 0 | 12 | 4 | 0 |
| 847 Van Kenseelaer Seminary | 5 | 3 | 3 | 6 | 9 | 3 | 4 | 3 | 4 | | | 4 | 1 |
| 848 Westfield Friends School | 4 | 6 | | | | | | | 4 | 7 | | 1 | 1 |
| 849 English and Classical Home School | 1 | 2 | 1 | | | | | | | | | | |
| 850 Elizabeth Institute | 1 | 20 | 0 | | 10 | 4 | 7 | 2 | 4 | 3 | 15 | 0 | 20 |
| 851 English and French School for Young Ladies and Little Girls | | | | | | | | | | | | | |
| 852 The Pingry School | 0 | 30 | 0 | 1 | 6 | 4 | 0 | 19 | 0 | | | 0 | 30 |
| 853 School for Boys | 40 | 0 | 15 | 0 | 10 | 0 | 35 | 0 | 10 | 0 | 0 | 8 | 0 |
| 854 Institute of Holy Angels | 30 | 0 | 12 | 0 | 12 | 0 | 13 | 0 | 5 | 0 | 17 | 0 | |
| 855 Frechold Institute | | | | | 20 | 0 | 10 | 0 | 4 | 0 | 12 | 0 | 18 |
| 856 Young Ladies' Seminary | 27 | 0 | 7 | 0 | 0 | 0 | 26 | 0 | 3 | 0 | 0 | 0 | 0 |
| 857 Hightstown Seminary | 0 | 19 | 0 | 1 | 17 | 0 | 16 | 0 | 4 | 0 | 0 | 9 | 7 |
| 858 Peddie Institute | 0 | 14 | 1 | 0 | 2 | | 7 | 0 | 3 | | | 0 | 5 |
| 859 Phillips Classical School | 40 | 20 | 1 | 20 | 8 | 12 | 14 | 13 | 8 | 8 | 5 | 30 | 20 |
| 860 Hoboken Academy | | | | | | | | | | | | 0 | 0 |
| 861 Stevens School | 22 | 0 | 0 | 0 | 21 | 21 | 50 | 21 | 15 | 25 | 15 | 11 | 0 |
| 862 Hasbrouck Institute | 50 | 20 | 30 | 0 | 25 | 0 | 233 | 0 | 184 | 0 | 69 | 0 | 50 |
| 863 St. Dominic's Academy | 15 | | | | 35 | 35 | 25 | 20 | 10 | 20 | 15 | 20 | 10 |
| 864 St. Peter's College | | | | | 25 | 50 | 15 | | 5 | | | 10 | 40 |
| 865 Lakewood Heights School | 87 | 0 | 87 | 0 | 0 | 85 | 0 | 36 | 0 | 0 | 0 | 87 | 0 |
| 866 The Oaks | 7 | 0 | 2 | 0 | 7 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| 867 Lawrenceville School | 0 | 4 | | | 20 | 0 | 10 | 0 | 3 | 6 | 0 | 0 | 15 |
| 868 Glenwood Collegiate Institute | 227 | 0 | 50 | 0 | 40 | 0 | 227 | 0 | 38 | 0 | 0 | 1 | 12 |
| 869 Millville Academy | 6 | 1 | 2 | 2 | 0 | 13 | 4 | 4 | 2 | 1 | 3 | 0 | 3 |
| 870 Military Academy | 20 | 0 | | | 5 | 4 | | | | 5 | 0 | 8 | 0 |
| 871 Friends High School | 21 | 18 | 7 | 0 | 12 | 0 | 28 | 19 | 8 | 4 | 9 | 14 | 15 |
| 872 Miss Dana's School | 25 | 0 | | | 14 | 5 | 0 | 30 | 0 | 0 | 12 | 0 | 99 |
| 873 Morris Academy | 32 | 0 | 10 | 0 | 0 | 13 | 0 | 6 | 0 | 3 | 0 | 18 | 0 |
| 874 Mount Holly Academy | 14 | 0 | 5 | 0 | 3 | 0 | 31 | 0 | 11 | 0 | 0 | 3 | 0 |
| 875 Newark Academy | 80 | 0 | 20 | 0 | 70 | 0 | 112 | 0 | 20 | 25 | 0 | 30 | 0 |
| 876 Seminary for Young Ladies | | | | | 30 | 5 | 0 | 30 | 8 | 0 | 10 | 10 | 0 |
| 877 Misses Anable's School | 0 | 20 | 0 | 1 | 40 | 40 | 0 | 20 | 0 | 0 | 10 | 4 | 4 |
| 878 Collegiate Institute | 12 | 0 | | | 12 | 18 | 15 | 5 | 3 | 3 | 6 | 11 | 4 |
| 879 Dearborn-Morgan School | 44 | 4 | 12 | 4 | 72 | 33 | 20 | 26 | 14 | 3 | 3 | 48 | 107 |
| 880 Classical and Scientific | 30 | 0 | 15 | 0 | 0 | 12 | 0 | 10 | 0 | 5 | 10 | 0 | 0 |
| 881 Mr. Leais School for Boys | 33 | 0 | 17 | 0 | 7 | 0 | 36 | 0 | 7 | 0 | 0 | 15 | 0 |
| 882 Seminary for Young Ladies | 0 | 20 | | | 30 | 0 | 3 | 0 | 7 | 5 | 9 | 0 | 30 |
| 883 Preparatory School | 45 | 0 | 30 | 0 | 15 | 0 | 50 | 0 | 30 | 0 | 0 | 20 | 0 |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART II—Continued.

| Name of school. | | Students pursuing— | | | | | | | | | | | | | | | | General history. | |
|-----------------------|-------------------------------|--------------------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|----|
| | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | |
| 3 | | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 |
| NEW JERSEY—continued. | | | | | | | | | | | | | | | | | | | |
| 884 | Friends Select School | 1 | | | | | | 3 | 3 | 1 | 16 | 2 | 1 | 1 | 6 | 2 | | 1 | 1 |
| 885 | Baquet Institute | 0 | 2 | | | 2 | 30 | 0 | 14 | 0 | 2 | 0 | 4 | | | | | 0 | 8 |
| 886 | Classical School | 13 | 8 | 6 | 1 | 0 | | 2 | 4 | 10 | 7 | 4 | 4 | 1 | 3 | 1 | 3 | 6 | 7 |
| 887 | Collegiate Institute | 0 | 7 | 0 | 0 | 0 | 20 | 0 | 6 | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 4 |
| 888 | Summit Academy | 5 | 0 | 0 | 0 | 10 | 0 | 15 | 0 | 7 | 0 | 2 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| 889 | Woodstown Academy | 5 | 4 | | | | | | | 15 | 12 | 2 | 5 | | | | | 0 | 1 |
| NEW MEXICO. | | | | | | | | | | | | | | | | | | | |
| 890 | St. Nicholas Academy | 5 | 0 | | | | | 6 | 0 | 3 | 0 | 0 | 6 | 0 | 6 | 0 | 6 | 20 | 0 |
| 891 | Academy of the Visitation | 11 | 6 | | | | | 6 | 7 | 10 | 8 | 2 | 4 | | | 0 | 5 | 25 | 3 |
| 892 | Las Vegas Academy | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 4 | 0 | 3 | 0 | 1 | 0 | 3 | 0 | 1 | 12 | 3 |
| 893 | St. Mary's College | 1 | 2 | | | | | 2 | 0 | 3 | 1 | 0 | 0 | 4 | 0 | 1 | 0 | 0 | 1 |
| 894 | Academy of Our Lady of Light | 2 | 0 | | | | | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 |
| 895 | Presbyterian Academy | 2 | 0 | | | | | 2 | 0 | 14 | 0 | 14 | 0 | 1 | 0 | 1 | 0 | 2 | 0 |
| 896 | St. Michael's College | 3 | 5 | | | | | | | 4 | 5 | | | | | | | | |
| 897 | Whitin Hall School | | | | | | | | | | | | | | | | | | |
| NEW YORK. | | | | | | | | | | | | | | | | | | | |
| 898 | Adams Collegiate Institute | 29 | 10 | 19 | 0 | 0 | 10 | 0 | 0 | 20 | 15 | 15 | 10 | 8 | 6 | 10 | 4 | 0 | 70 |
| 899 | Academy of the Sacred Heart | 0 | 70 | 0 | 0 | 0 | 70 | 0 | 8 | 0 | 18 | 0 | 21 | 0 | 40 | 0 | 18 | 0 | 0 |
| 900 | The Albany Academy | 130 | 0 | 24 | 0 | 75 | 0 | 40 | 0 | 90 | 0 | 41 | 0 | 26 | 0 | 21 | 0 | 130 | 0 |
| 901 | Christian Brothers Academy | 36 | 0 | 0 | 0 | 20 | 0 | 60 | 0 | 75 | 0 | 50 | 0 | 15 | 0 | 15 | 0 | 15 | 0 |
| 902 | Female Academy | 0 | 15 | | | 0 | 50 | 0 | 15 | 0 | 17 | 0 | 24 | 0 | 7 | 0 | 0 | 0 | 25 |
| 903 | St. Agnes School | 0 | 150 | | | 0 | 100 | 0 | 150 | 0 | 75 | 0 | 25 | 0 | 15 | 0 | 20 | 0 | 25 |
| 904 | Amsterdam Academy | 15 | 5 | 5 | | 2 | 3 | 1 | 17 | 12 | 8 | 3 | 3 | | 8 | 3 | 0 | 0 | 0 |
| 905 | St. Mary's Catholic Institute | 16 | 38 | | | | | | | 8 | 14 | 8 | 11 | | 8 | 3 | 0 | 0 | 0 |
| 906 | Ives Seminary | 10 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 15 | 8 | 5 | 4 | 3 | 0 | 0 | 0 | 0 |
| 907 | Argyle Academy | 3 | 5 | | | | | | | 6 | 10 | 3 | 5 | 2 | 2 | 0 | | | |
| 908 | Union Academy | 10 | 12 | 3 | 1 | | | 4 | 5 | 10 | 14 | 4 | 6 | 12 | 10 | | | | |
| 909 | The Lady Jane Grey School | 0 | 6 | | | 0 | 20 | 0 | 25 | 0 | 10 | 0 | 3 | | | | | | |

[illegible]

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART II—Continued.

| Students pursuing— | | | | | | | | | | | | | | | | | | |
|-------------------------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|---------|---------|------------|---------|------------------|---------|--|
| Name of school. | | | | | | | | | | | | | | | | | | |
| Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physic. | | Chemistry. | | General history. | | |
| Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | |
| NEW YORK—continued. | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | |
| Ten Broeck Free Academy | | | | | | | | | | | | | | | | | | |
| 18 | 3 | 9 | 1 | 0 | 0 | 4 | 6 | 8 | 12 | 7 | 3 | 3 | 2 | 1 | 2 | | | |
| 360 | 15 | 0 | 2 | 1 | 13 | 0 | 6 | 0 | 5 | 0 | 3 | 0 | 19 | 0 | 12 | 0 | 93 | |
| 361 | 4 | 17 | 0 | 36 | 0 | 18 | 0 | 23 | 0 | 17 | 0 | 0 | 0 | 4 | 0 | 0 | 6 | |
| 362 | 1 | 8 | 0 | 0 | 22 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 363 | 4 | 5 | 1 | 0 | | | | 6 | 8 | 2 | 3 | 3 | 5 | 2 | 3 | 0 | | |
| 364 | 4 | 3 | | | 7 | 3 | 5 | 4 | 3 | 3 | 3 | 3 | 5 | 3 | | 2 | 3 | |
| 365 | 4 | 3 | | | 0 | 3 | 0 | 2 | 0 | 5 | 3 | 4 | 4 | 6 | | 0 | 3 | |
| 366 | 2 | 8 | 1 | 0 | | | | 3 | 8 | 3 | 4 | | | | | 0 | 3 | |
| 367 | 95 | 5 | 45 | 0 | 6 | 0 | 3 | 2 | 25 | 1 | 25 | 0 | 8 | 0 | 8 | 45 | 2 | |
| 368 | 28 | 2 | 23 | 0 | | | | 20 | 10 | 24 | 5 | | 10 | | | | | |
| 369 | 41 | 33 | 0 | | | 8 | 33 | 49 | 33 | 49 | 33 | 18 | 11 | 13 | 11 | | | |
| 370 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 5 | |
| 371 | 6 | 0 | 3 | 0 | 23 | 0 | 12 | 0 | 38 | 0 | 26 | 0 | | | | 0 | | |
| 372 | 1 | 1 | | | | 0 | 0 | 2 | 6 | 4 | | | | | | | | |
| 373 | 10 | 25 | 4 | 1 | 0 | 8 | 3 | 1 | 3 | 6 | 10 | 15 | 9 | 5 | 0 | 0 | 0 | |
| 374 | 20 | 6 | 0 | 1 | 7 | 3 | 35 | 17 | 13 | 6 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 375 | 40 | 30 | 40 | 2 | 30 | 2 | 15 | 18 | 36 | 32 | 17 | 19 | 15 | 18 | 14 | 28 | 25 | |
| 376 | 8 | 7 | 0 | 0 | 6 | 5 | 12 | 6 | 18 | 8 | 17 | 10 | 4 | 2 | 6 | 5 | 8 | |
| 377 | 11 | 6 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 7 | 0 | |
| 378 | 17 | 9 | 6 | 2 | | | 1 | 1 | 12 | 8 | 6 | 7 | 4 | 4 | 4 | 0 | 0 | |
| 379 | 11 | 9 | | | | | 0 | 5 | 15 | 12 | 8 | 7 | 5 | 9 | 3 | 4 | | |
| 380 | 2 | 4 | | | 0 | 5 | 0 | 0 | 0 | 3 | 0 | 3 | 0 | 7 | | 0 | 15 | |
| 381 | 6 | 5 | 2 | 3 | 0 | 0 | 0 | 0 | 12 | 11 | 10 | 12 | 15 | 10 | 10 | 5 | 57 | |
| 382 | 0 | 60 | 0 | 4 | 0 | 65 | | | 0 | 24 | 0 | 19 | 0 | 14 | 0 | 0 | 30 | |
| 383 | | | | | | | | | 0 | 4 | | | 0 | 0 | 3 | 0 | 32 | |
| 384 | 2 | 10 | | | 0 | 16 | 0 | 16 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 385 | 34 | 0 | 15 | 0 | 16 | 0 | 3 | 0 | 41 | 0 | 34 | 0 | 10 | 0 | 0 | 41 | 0 | |
| 386 | 19 | 1 | 9 | 1 | 11 | 1 | 5 | 1 | 29 | 1 | 21 | 1 | 12 | 0 | 10 | 20 | 1 | |
| 387 | 34 | 0 | 11 | 0 | 15 | 0 | 6 | 0 | 36 | 0 | 14 | 0 | | | | | | |
| 388 | 25 | 0 | 10 | 0 | 15 | 0 | 25 | 0 | 41 | 0 | 9 | 0 | 11 | 0 | 5 | 0 | 59 | |
| 389 | 175 | 0 | 100 | 0 | 120 | 0 | 40 | 0 | 60 | 0 | 30 | 0 | 20 | 0 | 0 | 100 | 0 | |
| 390 | 0 | 82 | 0 | 4 | 0 | 130 | 0 | 38 | 0 | 60 | 0 | 16 | 0 | 8 | 0 | 0 | 53 | |
| 391 | 32 | 0 | 5 | 0 | 40 | 0 | 15 | 0 | 19 | 0 | 19 | 0 | 10 | 0 | 10 | 0 | 47 | |

| | | | | | | | | | | | | | | | | |
|------|--|-----|-----|----|-----|-----|----|-----|----|-----|----|----|----|----|-----|-----|
| 992 | Classical School for Girls | 0 | 30 | 3 | 0 | 19 | 0 | 20 | 0 | 13 | 0 | 9 | 0 | 0 | 5 | 25 |
| 993 | The Collegiate School | 21 | 0 | 4 | 0 | 12 | 0 | 4 | 0 | 18 | 0 | 6 | 0 | 0 | 0 | 17 |
| 994 | Columbia Grammar School | 60 | 0 | 40 | 0 | 85 | 0 | 75 | 0 | 137 | 0 | 71 | 0 | 30 | 0 | 170 |
| 995 | Constock School | 0 | 15 | 0 | 0 | 18 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 16 | 0 | 0 |
| 996 | The Cutler School | 70 | 0 | 70 | 0 | 70 | 0 | 30 | 0 | 0 | 0 | 30 | 0 | 0 | 14 | 0 |
| 997 | Dwight School | 45 | 0 | 23 | 0 | 30 | 0 | 28 | 0 | 56 | 0 | 35 | 0 | 12 | 0 | 40 |
| 998 | Female Academy of the Sacred Heart | 0 | 122 | 0 | 0 | 0 | 0 | 122 | 0 | 18 | 0 | 21 | 0 | 74 | 0 | 50 |
| 999 | Friends Seminary | 10 | 15 | 0 | 0 | 7 | 17 | 9 | 14 | 2 | 0 | 7 | 4 | 6 | 10 | 0 |
| 1000 | Miss Gibbons's School | 0 | 25 | 0 | 10 | 0 | 30 | 0 | 14 | 0 | 15 | 0 | 8 | 0 | 3 | 15 |
| 1001 | Heidenfeld Institute | 6 | 0 | 24 | 23 | 55 | 42 | 12 | 0 | 12 | 0 | 20 | 0 | 20 | 21 | 0 |
| 1002 | Holy Cross Academy | 4 | 10 | 0 | 0 | 25 | 0 | 0 | 0 | 25 | 0 | 10 | 0 | 25 | 0 | 35 |
| 1003 | The Irving School | 10 | 0 | 4 | 0 | 9 | 0 | 7 | 0 | 5 | 0 | 3 | 0 | 7 | 0 | 0 |
| 1004 | Miss Elizabeth L. Koues's School | 12 | 0 | 0 | 0 | 123 | 0 | 123 | 0 | 132 | 0 | 68 | 0 | 28 | 0 | 134 |
| 1005 | La Salle Academy | 8 | 6 | 2 | 0 | 15 | 15 | 15 | 0 | 10 | 8 | 6 | 0 | 0 | 0 | 6 |
| 1006 | Lenox Institute | 6 | 0 | 1 | 0 | 12 | 0 | 8 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1007 | John McMullen's School | 48 | 0 | 26 | 0 | 28 | 0 | 14 | 0 | 21 | 0 | 11 | 0 | 6 | 0 | 15 |
| 1008 | J. H. Morse's Private School | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1009 | Miss Newell's School for Girls | 0 | 12 | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 8 |
| 1010 | Riverside School | 100 | 0 | 0 | 0 | 22 | 0 | 22 | 0 | 0 | 10 | 0 | 4 | 0 | 4 | 0 |
| 1011 | Dr. Julius Sachs's Collegiate Institute | 11 | 35 | 0 | 135 | 0 | 95 | 0 | 50 | 0 | 50 | 0 | 6 | 0 | 100 | 0 |
| 1012 | St. Bridg's Academy | 0 | 11 | 0 | 11 | 0 | 11 | 0 | 11 | 0 | 29 | 0 | 11 | 0 | 29 | 0 |
| 1013 | St. John Baptist School | 0 | 16 | 0 | 0 | 24 | 0 | 4 | 0 | 7 | 0 | 3 | 0 | 0 | 0 | 25 |
| 1014 | St. Louis College | 24 | 0 | 24 | 0 | 0 | 0 | 24 | 0 | 11 | 0 | 11 | 0 | 11 | 0 | 24 |
| 1015 | St. Mary's School | 0 | 75 | 0 | 10 | 120 | 0 | 25 | 0 | 75 | 0 | 10 | 0 | 20 | 0 | 130 |
| 1016 | St. Mathew's Academy (The New York Progy-nasium) | 52 | 0 | 15 | 0 | 52 | 0 | 0 | 15 | 0 | 15 | 0 | 36 | 0 | 0 | 52 |
| 1017 | The Van Norman Institute | 0 | 21 | 0 | 12 | 0 | 50 | 0 | 20 | 0 | 10 | 0 | 5 | 0 | 12 | 0 |
| 1018 | Mrs. Leopold Well's School for Girls | 0 | 1 | 0 | 0 | 60 | 0 | 60 | 0 | 30 | 0 | 25 | 0 | 0 | 0 | 20 |
| 1019 | Woodbridge School | 12 | 0 | 4 | 0 | 39 | 0 | 36 | 0 | 41 | 0 | 40 | 0 | 23 | 0 | 21 |
| 1020 | North Granville Seminary | 7 | 4 | 0 | 0 | 1 | 3 | 2 | 3 | 11 | 7 | 2 | 0 | 7 | 0 | 3 |
| 1021 | Nyack Seminary | 1 | 8 | 0 | 0 | 19 | 0 | 0 | 0 | 0 | 20 | 0 | 20 | 0 | 0 | 0 |
| 1022 | Cary Collegiate Seminary | 9 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 12 | 4 | 0 | 2 | 3 | 0 | 0 |
| 1023 | Oxford Academy | 5 | 15 | 2 | 0 | 2 | 0 | 8 | 8 | 20 | 33 | 7 | 7 | 12 | 10 | 15 |
| 1024 | Mohegan Lake School | 10 | 0 | 6 | 0 | 15 | 0 | 0 | 0 | 24 | 0 | 10 | 0 | 6 | 0 | 0 |
| 1025 | The Peckskill Military Academy | 27 | 0 | 14 | 0 | 23 | 0 | 65 | 0 | 53 | 0 | 49 | 0 | 27 | 0 | 8 |
| 1026 | St. Gabriel's School | 0 | 12 | 0 | 0 | 50 | 0 | 11 | 0 | 12 | 0 | 2 | 0 | 10 | 0 | 23 |
| 1027 | Vineland Preparatory School | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 4 | 0 | 5 | 0 | 1 | 0 |
| 1028 | Westchester County Institute | 1 | 0 | 0 | 0 | 3 | 2 | 1 | 4 | 2 | 4 | 2 | 4 | 2 | 4 | 2 |
| 1029 | Worral Hall | 18 | 0 | 0 | 0 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1030 | Mr. Tait's School | 11 | 0 | 4 | 0 | 6 | 0 | 4 | 0 | 9 | 0 | 4 | 0 | 0 | 0 | 0 |
| 1031 | Evans's Academy | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1032 | Seymour Smith Academy | 4 | 8 | 4 | 1 | 0 | 0 | 1 | 0 | 8 | 14 | 3 | 1 | 2 | 0 | 0 |
| 1033 | D' Youville Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 0 | 2 | 0 | 2 | 0 | 2 |
| 1034 | Pompey Academy | 4 | 4 | 0 | 0 | 22 | 0 | 1 | 0 | 0 | 7 | 0 | 4 | 0 | 10 | 0 |
| 1035 | Classical and Home Institute | 0 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1036 | Lyndon-Hall School | 0 | 40 | 0 | 0 | 20 | 0 | 10 | 0 | 0 | 20 | 0 | 10 | 0 | 15 | 0 |
| 1037 | Military Institute | 9 | 0 | 2 | 0 | 1 | 0 | 5 | 0 | 12 | 0 | 4 | 0 | 5 | 0 | 8 |
| 1038 | Quincy School | 9 | 10 | 0 | 1 | 1 | 1 | 7 | 1 | 5 | 0 | 0 | 2 | 0 | 2 | 5 |
| 1039 | Riverview Academy | 65 | 0 | 23 | 0 | 15 | 0 | 26 | 0 | 63 | 0 | 32 | 0 | 6 | 0 | 15 |
| 1040 | Chamberlain Institute | 15 | 10 | 8 | 4 | 3 | 2 | 5 | 3 | 23 | 20 | 8 | 15 | 16 | 20 | 17 |
| 1041 | Union Seminary | 16 | 17 | 2 | 0 | 0 | 6 | 6 | 4 | 8 | 0 | 6 | 4 | 5 | 4 | 3 |
| 1042 | Miss Crittenden's Young Ladies' School | 0 | 30 | 0 | 5 | 40 | 0 | 8 | 0 | 0 | 20 | 0 | 10 | 0 | 3 | 2 |

| | 1076 | 1077 | 1078 | 1079 | 1080 | | 7 | 0 | 3 | 0 | 8 | 0 | 0 | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 9 | 0 |
|---|------|------|------|------|------|--|----|----|----|----|----|----|---|----|----|----|----|----|----|-----|----|----|
| Boys' Boarding School..... | | | | | | | | | | | | | | | | | | | | | | |
| Sacred Heart Academy..... | | | | | | | 15 | 0 | 0 | 18 | 0 | 50 | 0 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 9 | 0 |
| English, French, and German Day School..... | | | | | | | 22 | 10 | 0 | 1 | 18 | 0 | 6 | 0 | 4 | 0 | 3 | 0 | 0 | 0 | 50 | 0 |
| Military School..... | | | | | | | 15 | 0 | 2 | 0 | 8 | 0 | 4 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 8 | 1 |
| School for Young Ladies and Children..... | | | | | | | 0 | 9 | | 0 | 18 | 0 | 2 | 0 | 3 | 0 | 2 | | | 0 | 0 | 2 |
| NORTH CAROLINA. | | | | | | | | | | | | | | | | | | | | | | |
| Albemarle Academy..... | 1081 | | | | | | 6 | 4 | | | 0 | 6 | | | 8 | 5 | 0 | 8 | 7 | | 8 | 4 |
| Bingham School..... | 1082 | | | | | | 90 | 0 | 20 | 0 | | | | | 0 | 30 | 0 | 18 | 0 | 140 | 0 | 0 |
| Augusta Seminary..... | 1083 | | | | | | 20 | 12 | 10 | 0 | 1 | 2 | 0 | 0 | 10 | 4 | 1 | 0 | 0 | 0 | 10 | 0 |
| Mountain Dale Seminary..... | 1084 | | | | | | 4 | 3 | 0 | 0 | | | | | 9 | 5 | 0 | 8 | 0 | 10 | 8 | 5 |
| St. Mary's College..... | 1085 | | | | | | 30 | 0 | 29 | 0 | | 25 | 0 | 23 | 0 | 23 | 0 | 5 | 0 | 20 | 0 | 0 |
| Belvidere Academy..... | 1086 | | | | | | 1 | 1 | | | | | | | 1 | 1 | 1 | 1 | 0 | | | |
| High School..... | 1087 | | | | | | 7 | 9 | 2 | 1 | 2 | 1 | 2 | 1 | 9 | 7 | 4 | 6 | 7 | 13 | 10 | 13 |
| Bethel Academy..... | 1088 | | | | | | 2 | 7 | 2 | 0 | | | | | 11 | 1 | 5 | 0 | 0 | 1 | 1 | 0 |
| Skyland Institute..... | 1089 | | | | | | | | | | | | | | 0 | 3 | 0 | 0 | 0 | | | |
| Burlington Academy..... | 1090 | | | | | | 8 | 10 | 2 | 0 | 0 | 0 | 0 | 0 | 17 | 15 | 0 | 0 | 0 | 3 | 8 | 3 |
| Misses McIver and Kirkland's School..... | 1091 | | | | | | 3 | 5 | 0 | 6 | 2 | 12 | | | 3 | 12 | 4 | 4 | 6 | 0 | 0 | 14 |
| Caldwell Institute..... | 1092 | | | | | | 1 | 12 | 0 | | | | | | 12 | 6 | | 11 | 4 | 8 | | |
| Cameron Academy..... | 1093 | | | | | | | | | | | | | | 6 | 1 | | | | | | |
| Cross-Roads Academy..... | 1094 | | | | | | 6 | 1 | | | | | | | 7 | 8 | | | | 13 | 14 | |
| Cedar Grove Academy..... | 1095 | | | | | | 7 | 5 | 1 | 1 | | | | | 6 | 1 | | | | | | |
| Macon School..... | 1096 | | | | | | 12 | 0 | 4 | 0 | 1 | 0 | | | 1 | 0 | 8 | 0 | 0 | 2 | 4 | |
| Trinity School..... | 1097 | | | | | | 23 | 14 | 5 | 3 | 2 | 3 | 0 | 0 | 11 | 4 | 0 | 0 | 0 | 0 | 2 | |
| Utopian Institute..... | 1098 | | | | | | 3 | 2 | 0 | 2 | | | | | | | | | | | | |
| Columbia Academy..... | 1099 | | | | | | 7 | 1 | | | | | | | 2 | 1 | 0 | 6 | | 13 | 12 | |
| Buckhorn Academy..... | 1100 | | | | | | 10 | 0 | 5 | 0 | 2 | 0 | 2 | 0 | 0 | 2 | 0 | 2 | 0 | 20 | 0 | |
| Male High School..... | 1101 | | | | | | 10 | 0 | 4 | 0 | | | | | 15 | 0 | 4 | 0 | 0 | 6 | | |
| Scotia Seminary..... | 1102 | | | | | | 0 | 3 | | | | | | | 0 | 9 | 0 | 9 | 0 | | | |
| Concordia College..... | 1103 | | | | | | | | | | | | | | 58 | | | | | | | |
| Male Academy..... | 1104 | | | | | | 20 | 0 | | | | | | | 10 | 0 | | | | 10 | 0 | |
| Methodist Female Seminary..... | 1105 | | | | | | 1 | 10 | 1 | | | | | | 1 | 6 | 1 | 5 | 5 | 2 | 4 | |
| Piney Grove Academy..... | 1106 | | | | | | 3 | | | | | | | | 2 | | | | | | | |
| Union High School..... | 1107 | | | | | | 6 | 2 | 0 | 0 | 0 | 3 | 1 | 2 | 1 | 1 | 11 | 0 | 2 | 0 | | |
| High School..... | 1108 | | | | | | | | | | | | | | 7 | | | | | | | |
| Farmington Academy..... | 1109 | | | | | | 4 | 6 | | | | | | | 6 | 1 | 2 | | | | | |
| High School..... | 1110 | | | | | | 25 | 18 | 6 | 0 | | 12 | 2 | | 10 | 12 | 0 | 6 | 12 | 0 | 14 | 14 |
| Albion Academy..... | 1111 | | | | | | 11 | 5 | 8 | 0 | 0 | 0 | 0 | 0 | 11 | 5 | 2 | 2 | 2 | 15 | 21 | 0 |
| Classical and Military Institute..... | 1112 | | | | | | 6 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 10 | 0 | |
| Garysburg Female Academy..... | 1113 | | | | | | 4 | 4 | | 1 | 1 | | | | 0 | 0 | 0 | 0 | 0 | 6 | 10 | |
| High School..... | 1114 | | | | | | 6 | 5 | | | | | | | 1 | 5 | | | | | | |
| German town Institute..... | 1115 | | | | | | 0 | | | | | | | | 6 | | | | | | | |
| Farview Academy..... | 1116 | | | | | | 10 | 5 | | 0 | 0 | 1 | | | 9 | 0 | 5 | 0 | 2 | 0 | 15 | |
| Glenwood Academy..... | 1117 | | | | | | 2 | 2 | | 8 | 3 | | | | 22 | | | | | 20 | 10 | |
| Bethany Academy..... | 1118 | | | | | | 7 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 4 | 0 | 0 | 0 | 14 | 7 | |
| Bennett Seminary..... | 1119 | | | | | | 27 | 12 | 3 | 0 | 1 | 1 | | | 8 | 5 | 1 | 2 | 6 | 2 | 4 | 2 |
| Male and Female Academy..... | 1120 | | | | | | | | | | | | | | 36 | | | | | | | |
| Male and Female College..... | 1121 | | | | | | 19 | 20 | 1 | 0 | | | | | 1 | 0 | 7 | 11 | 6 | 1 | | |
| Judson College..... | 1122 | | | | | | 18 | 12 | 4 | 0 | 6 | 2 | 0 | 0 | 10 | 9 | 1 | 5 | 1 | 5 | 1 | |
| Mountain Academy..... | 1123 | | | | | | 5 | 2 | | | | | | | 17 | 7 | 1 | 12 | | 21 | 11 | |
| Holly Springs Academy..... | 1124 | | | | | | 9 | 13 | | | | | | | 8 | 4 | 2 | | | 18 | 16 | |

| | | | | | | | | | | | | | | | | | | | | | |
|---------------|--|-----|-----|-----|---|----|----|-----|----|-----|-----|-----|----|-----|----|-----|----|-----|----|-----|---|
| 1158 | Raleigh Male Academy | 78 | 0 | 100 | 0 | 15 | 0 | 7 | 0 | 3 | 0 | 44 | 0 | 12 | 0 | 14 | 0 | 0 | 0 | 35 | 0 |
| 1159 | St. Mary's School | 0 | 100 | | | | | 0 | 25 | 0 | 125 | 0 | 35 | 1 | 39 | 0 | 35 | 0 | 1 | 150 | 0 |
| 1160 | Female Seminary | 1 | 10 | 2 | 1 | 1 | 4 | | | 0 | 10 | | | 1 | 4 | 4 | 1 | 3 | 10 | 7 | |
| 1161 | High School | 2 | 4 | | | | | | | 3 | 0 | | | 0 | 4 | 0 | | | | | |
| 1162 | Rosely Point Academy | 8 | 3 | 1 | 0 | 0 | 3 | 0 | 1 | 30 | 0 | 2 | 0 | 2 | 6 | 1 | 0 | 14 | 6 | 0 | |
| 1163 | Warren Branch High School | 32 | 0 | 1 | 0 | 9 | 0 | 4 | 0 | 11 | 0 | 9 | 0 | 12 | 0 | 0 | 20 | 0 | 16 | 0 | |
| 1164 | Military Institute | 14 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 27 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 22 | 0 | 0 | |
| 1165 | Boys' School | 7 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | |
| 1166 | Military School | 3 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 1167 | Salina Academy | 1 | 0 | 0 | 0 | 6 | 4 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 1168 | Greene Academy | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 1169 | Southport Academy | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 1170 | High School for Boys | 17 | 0 | 0 | 5 | 0 | 0 | 0 | 1 | 0 | 15 | 0 | 3 | 0 | 0 | 1 | 0 | 6 | 0 | 20 | |
| 1171 | Home School | 0 | 20 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 23 | 0 | |
| 1172 | Bethel Academy | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 5 | 0 | 5 | 0 | 12 | 0 | 0 | |
| 1173 | High School | 14 | 5 | 0 | 0 | 0 | 4 | 0 | 1 | 17 | 0 | 10 | 0 | 25 | 0 | 6 | 0 | 3 | 0 | | |
| 1174 | Female College | 12 | 0 | 1 | 0 | | | | | 25 | 14 | 10 | 2 | 1 | 12 | 14 | 12 | 14 | | | |
| 1175 | Fair View College | 16 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 15 | 5 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 5 | 0 | |
| 1176 | High School | 11 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | |
| 1177 | Male Academy | 10 | 10 | 1 | 1 | 0 | 2 | | | 0 | 3 | 3 | 2 | 7 | 6 | 1 | | | 6 | 0 | |
| 1178 | High School | 1 | 6 | | | | | | | 0 | 3 | | | 4 | | | | | | | |
| 1179 | Miss Griffin's School | 1 | 6 | | | | | | | 0 | 3 | | | 19 | 0 | 0 | 0 | 0 | 25 | 0 | |
| 1180 | Cape Fear Academy | 19 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 6 | 7 | 15 | 6 | 2 | 1 | 0 | 0 | 1 | 13 | 8 | |
| 1181 | English and Classical School | 17 | 10 | 2 | 0 | 2 | 0 | | | 27 | 0 | | | 2 | 2 | 2 | 2 | 2 | 10 | 9 | |
| 1182 | Male Academy | 22 | 0 | | | | | | | | | | | 4 | 1 | | | | 3 | 0 | |
| 1183 | Water's Normal Institute | | 0 | | | | | | | | | | | 3 | 2 | 7 | 6 | | 6 | | |
| 1184 | High School | 1 | 0 | | | | | | | | | | | 4 | | | | | | | |
| 1185 | Yadkin College | 8 | 5 | | | | | | | 0 | 3 | 10 | 5 | 3 | 2 | 4 | 1 | | 3 | 0 | |
| 1186 | Zionville Academy | 2 | 2 | | | | | | | | | 2 | | | | | | | | | |
| NORTH DAKOTA. | | | | | | | | | | | | | | | | | | | | | |
| 1187 | Normal and Classical Academy | 5 | 11 | 1 | 0 | 2 | 3 | 3 | 4 | 20 | 15 | 8 | 6 | 19 | 12 | 10 | 7 | 14 | 12 | | |
| 1188 | St. Bernard's College and Convent | 1 | 1 | | | | 12 | | 8 | 2 | 20 | 2 | 2 | 2 | 10 | 6 | | | 2 | 2 | |
| 1189 | Jamestown College | 3 | 6 | | | | 3 | | 2 | 6 | 10 | 3 | | 6 | 1 | | | 3 | 7 | | |
| OHIO. | | | | | | | | | | | | | | | | | | | | | |
| 1190 | Ohio Normal University | 302 | 97 | 44 | 8 | 6 | 12 | 102 | 34 | 625 | 182 | 194 | 55 | 237 | 91 | 362 | 78 | 121 | 46 | | |
| 1191 | Grand River Institute | 9 | 15 | 1 | | 0 | 0 | 1 | | 15 | 18 | 4 | 5 | 5 | 7 | | 7 | | 5 | | |
| 1192 | Friends Boarding School | | | | | | | | | 10 | 8 | 10 | 15 | 15 | 6 | | | 6 | 7 | | |
| 1193 | Central College Academy | 10 | 18 | 2 | 1 | | | | | 16 | 13 | 3 | 2 | | | | | 2 | 1 | | |
| 1194 | Collegiate School | 15 | 0 | 3 | 0 | 3 | 0 | 4 | 0 | 4 | 0 | 5 | 0 | 5 | 0 | | | 14 | 0 | | |
| 1195 | Eden Park School for Girls | 0 | 2 | | | | 0 | 55 | 0 | 25 | 0 | 3 | 0 | 0 | 10 | | | 0 | 10 | | |
| 1196 | Miss Fisher's School for Young Ladies and Children | 0 | 6 | | | | 0 | 6 | 8 | 0 | 8 | | | | | | | 0 | 11 | | |
| 1197 | Franklin School | 35 | 0 | 18 | 0 | 31 | 0 | 23 | 0 | 0 | 0 | 16 | 0 | 7 | 0 | 0 | | | | | |
| 1198 | St. Francis Gymnasium | 72 | 0 | 51 | 0 | 33 | 0 | 72 | 0 | 15 | 0 | 10 | 0 | 49 | 0 | 23 | 0 | 51 | 0 | 0 | |
| 1199 | School for Girls | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 1200 | Young Ladies' Literary Institute | 0 | 2 | | | | 0 | 0 | 0 | 25 | 0 | 7 | 0 | 15 | 0 | 0 | 15 | 0 | 25 | | |
| 1201 | Hathaway-Brown School for Girls | 0 | 27 | 0 | 1 | 0 | 0 | 21 | 0 | 28 | 0 | 19 | 0 | 12 | 0 | 7 | 0 | 9 | 0 | 34 | |
| 1202 | Miss Mittelberger's English and Classical School | 0 | 24 | 0 | 1 | 0 | 40 | 0 | 12 | 0 | 30 | 0 | 13 | 0 | 19 | 0 | 5 | 0 | 31 | | |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART II—Continued.

| Students pursuing— | | | | | | | | | | | | | | | | | | |
|-------------------------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|----|
| Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | |
| | | | | | | | | | | | | | | | | | | |
| Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | |
| 2 | | | | | | | | | | | | | | | | | | |
| PENNSYLVANIA—continued. | | | | | | | | | | | | | | | | | | |
| 1281 | 30 | 25 | 8 | 6 | | | 15 | 16 | 50 | 35 | 10 | 7 | 20 | 14 | 15 | 9 | 10 | 7 |
| 1282 | 18 | 1 | 4 | 0 | 0 | 1 | 8 | 5 | 15 | 3 | 5 | 1 | 5 | 1 | 2 | 1 | 12 | 5 |
| 1283 | 150 | 0 | 50 | 0 | 45 | 0 | 55 | 0 | 100 | 0 | 70 | 0 | 50 | 0 | 0 | 0 | 150 | 0 |
| 1284 | 0 | 50 | 0 | 5 | 0 | 80 | 0 | 30 | 0 | 40 | 0 | 16 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1285 | 30 | 10 | 25 | 0 | 0 | 0 | 10 | 5 | 28 | 6 | 10 | 2 | 8 | 2 | 3 | 0 | 7 | 3 |
| 1286 | 0 | 30 | | | | | 0 | 3 | 0 | 30 | 0 | 30 | 0 | 11 | 0 | 6 | 0 | 53 |
| 1287 | 0 | 22 | | | | 5 | 0 | 11 | 0 | 16 | 0 | 8 | 0 | 6 | 0 | 0 | 0 | 1 |
| 1288 | 3 | 2 | | | | | | | 5 | 3 | | | 2 | | | | 1 | |
| 1289 | 6 | 2 | | | | | 2 | 1 | 9 | 3 | | 1 | | | | | | |
| 1290 | 20 | 21 | 5 | 0 | 5 | 6 | 3 | 2 | 37 | 13 | 15 | 3 | 3 | 2 | 5 | 1 | 37 | 15 |
| 1291 | 27 | 32 | | | 2 | 0 | 5 | 6 | 28 | 25 | 8 | 18 | 4 | 15 | 7 | 4 | 4 | 3 |
| 1292 | 10 | 12 | 2 | 4 | 0 | 0 | 8 | 6 | 20 | 14 | 6 | 4 | 10 | 0 | 8 | 0 | 5 | 5 |
| 1293 | 64 | 32 | 28 | 16 | 11 | 15 | 13 | 18 | 68 | 42 | 55 | 33 | 38 | 27 | 28 | 18 | 30 | 22 |
| 1294 | 18 | 0 | 7 | 0 | 1 | 0 | 10 | 0 | 18 | 0 | 5 | 0 | 4 | 0 | 0 | 0 | 0 | 0 |
| 1295 | 0 | 2 | | | | | 0 | 35 | 0 | 10 | | 7 | 10 | 12 | | | 0 | 40 |
| 1296 | 15 | 18 | | | 4 | | 15 | 18 | | 7 | 0 | 7 | 0 | 10 | | | 0 | 0 |
| 1297 | 2 | 8 | | | | 2 | 1 | 1 | 6 | 3 | 1 | | | | | 6 | 5 | |
| 1298 | 3 | 1 | 1 | 0 | | 1 | 2 | 3 | 3 | 5 | 1 | 2 | | 1 | | 3 | 7 | |
| 1299 | 5 | 17 | 0 | 2 | | | 0 | 10 | 0 | 10 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 10 |
| 1300 | 0 | 8 | 0 | 0 | 0 | 10 | 0 | 0 | 10 | 0 | 12 | 0 | 4 | 0 | 4 | 0 | 0 | 0 |
| 1301 | 18 | 0 | 4 | 0 | 0 | | 12 | 10 | 5 | 6 | 3 | 2 | 0 | 2 | 2 | 2 | 12 | 13 |
| 1302 | 30 | 13 | 26 | 0 | 0 | 0 | 13 | 7 | 33 | 13 | 27 | 8 | 4 | 3 | 4 | 3 | 8 | 4 |
| 1303 | 32 | 15 | 2 | 0 | 0 | 0 | 4 | 0 | 15 | 11 | 5 | 2 | 5 | 6 | 0 | 0 | 4 | 3 |
| 1304 | 15 | 11 | 2 | 0 | 0 | 0 | 3 | 0 | 14 | 10 | 4 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| 1305 | 3 | 2 | 0 | 0 | | | 0 | | 8 | 6 | 2 | 1 | | | | 14 | 13 | 13 |
| 1306 | 3 | 9 | | | | | | | | | | | | | | | | |
| 1307 | 23 | 16 | 11 | 1 | | | 1 | 2 | 12 | 15 | 5 | 3 | 4 | 2 | 13 | 2 | 3 | 1 |
| 1308 | 33 | 8 | 25 | 0 | | | 17 | 4 | 39 | 8 | 22 | 4 | 8 | 1 | 4 | 3 | 9 | 3 |
| 1309 | 3 | 3 | | | | | | | 2 | 3 | | | | | | | 5 | 7 |
| 1310 | 42 | 0 | 42 | 0 | 42 | 0 | 31 | 0 | 12 | 0 | 19 | 0 | 0 | 0 | 0 | 0 | 42 | 0 |
| 1311 | 2 | 9 | 0 | 0 | | | 1 | 7 | 1 | 8 | 0 | 7 | 1 | 7 | 1 | 1 | 22 | 1 |
| 1312 | 6 | 5 | 2 | 0 | | | 6 | 2 | 13 | 20 | 5 | 4 | 12 | 9 | 8 | 6 | 22 | 20 |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART II—Continued.

| Name of school. | Students pursuing— | | | | | | | | | | | | | | | | | | General history. | |
|--|--------------------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|-----|----|------------------|--|
| | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | | | | |
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | |
| 2 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | | |
| PENNSYLVANIA—continued. | | | | | | | | | | | | | | | | | | | | |
| Dickinson Seminary | 66 | 23 | 16 | 1 | | 6 | 21 | 23 | 58 | 17 | 36 | 3 | 21 | 13 | 17 | 9 | 29 | 18 | | |
| Chelton Hills School | 3 | 8 | | | 6 | 25 | 10 | 25 | 0 | 10 | 2 | 11 | 0 | 10 | | | 12 | 33 | | |
| RHODE ISLAND. | | | | | | | | | | | | | | | | | | | | |
| Select School | 8 | 7 | | | | | | | 8 | 7 | | | 8 | 7 | | | 8 | 7 | | |
| Academy of the Sacred Heart | 0 | 53 | | | | 62 | 0 | 5 | 0 | 15 | 0 | 15 | 0 | 22 | 0 | 9 | 0 | 62 | | |
| High School | 3 | 18 | 0 | 0 | 0 | 0 | 0 | 2 | 12 | 20 | 10 | 14 | 0 | 14 | 0 | 0 | 0 | 9 | | |
| English and Classical School | 45 | 0 | 30 | 0 | 15 | 0 | 3 | 0 | 50 | 0 | 35 | 0 | 25 | 0 | 15 | 0 | 24 | 0 | | |
| La Salle Academy | 75 | 0 | 30 | 0 | 75 | 0 | 75 | 0 | 150 | 0 | 75 | 0 | | | | | 210 | 0 | | |
| SOUTH CAROLINA. | | | | | | | | | | | | | | | | | | | | |
| Home School | 7 | 19 | | | 0 | 12 | | | 10 | 23 | | | | | | | 10 | 23 | | |
| Patrick Military Institute | 56 | 0 | 10 | 0 | 14 | 0 | | | 63 | 0 | 25 | 0 | 18 | 0 | 15 | 0 | 24 | 0 | | |
| High School | 7 | 6 | | | | 2 | | | 9 | 6 | 4 | 3 | | | | | 8 | 6 | | |
| Academy of Our Lady of Mercy | | | | | 0 | 20 | | | 0 | 50 | 0 | 30 | 0 | 30 | 0 | 20 | 0 | 50 | | |
| Female Seminary | | | | | 0 | 80 | 0 | 40 | 0 | 40 | 0 | 20 | 0 | 25 | 0 | 40 | 0 | 60 | | |
| Avery Normal Institute | 0 | 45 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 28 | 10 | 13 | 8 | 6 | 8 | 6 | 8 | 6 | | |
| German School | 7 | 10 | 0 | 0 | 0 | 0 | | | 21 | 17 | | | | | | | 21 | 17 | | |
| High School of Charleston, S. C. | 125 | 0 | 20 | 0 | 95 | 0 | 30 | 0 | 65 | 0 | 40 | 0 | 40 | 0 | 0 | 0 | 40 | 0 | | |
| Porter Academy | 34 | 0 | 4 | 0 | 40 | 0 | 15 | 0 | 75 | 0 | 40 | 0 | 75 | 0 | 75 | 0 | 130 | 0 | | |
| Mrs. I. Smith's Private School | 0 | 4 | 0 | 0 | 0 | 50 | 0 | 25 | 0 | 40 | 0 | 20 | 0 | 20 | 0 | 16 | 0 | 40 | | |
| University School | 26 | 0 | 6 | 0 | 25 | 0 | 14 | 0 | 20 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Wallingford Academy | 4 | 12 | 0 | 0 | | | | | 4 | 12 | 4 | 12 | 4 | 12 | | | 4 | 12 | | |
| Chesterfield Academy | 5 | 2 | 0 | 0 | | | | | 6 | 5 | | | | | | | 5 | 6 | | |
| Preparatory Department Presbyterian College of South Carolina. | 17 | 11 | | | | | | | 18 | 13 | | | | | | | 18 | 13 | | |
| Thornwell Orphanage School | 16 | 18 | 0 | 0 | 8 | 10 | | | 8 | 10 | 4 | | 2 | 6 | 2 | 6 | 16 | 18 | | |
| Hebron Academy | 5 | 6 | 0 | 0 | | | | | 4 | 6 | | | | | | | 12 | 17 | | |
| Conference School | 5 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 7 | | |
| Benedict College | 32 | 20 | | | | | | | 32 | 20 | | | | | | | | | | |
| High School | 1 | 5 | | | | | | | 1 | 3 | | | | | | | 3 | | | |

| | | | | | | | | | | | | | | | | |
|---------------|---------------------------------------|----|----|---|---|---|----|---|----|----|----|----|----|----|----|----|
| 1388 | High School | 3 | 3 | 1 | | | | | | 4 | 4 | 3 | 4 | 3 | 4 | 53 |
| 1389 | Harlin City Institute | 2 | 1 | | | | | | | 6 | 6 | 4 | 6 | 4 | 4 | 53 |
| 1390 | High School | 4 | 1 | | | | | | | 1 | 1 | 1 | 1 | 1 | 1 | 5 |
| 1391 | The Penn Normal and Industrial School | 24 | 12 | | | | | | | 12 | 12 | 24 | 24 | 24 | 24 | 12 |
| 1392 | Male and Female Seminary | 4 | 4 | | | | | | | 4 | 4 | 4 | 4 | 4 | 4 | 5 |
| 1393 | High School | 10 | 8 | | | | | | | 16 | 16 | 16 | 16 | 16 | 16 | 5 |
| 1394 | High School | 30 | 20 | 7 | 0 | | | | | 26 | 24 | 2 | 3 | 3 | 3 | 6 |
| 1395 | Jordan Academy | 1 | 1 | | | | | | | 7 | 3 | 0 | 0 | 0 | 0 | 3 |
| 1396 | Franklin Institute | 7 | 18 | 0 | 0 | 0 | 4 | 0 | 0 | 15 | 15 | 0 | 0 | 1 | 3 | 0 |
| 1397 | English and Classical Institute | 20 | 8 | 9 | 0 | 7 | 0 | 0 | 0 | 20 | 10 | 8 | 4 | 8 | 4 | 15 |
| 1398 | Graded School | 5 | 8 | 0 | 0 | 0 | 0 | 0 | 1 | 18 | 28 | 0 | 0 | 12 | 10 | 0 |
| 1399 | High School | 4 | 2 | | | | | | | 4 | 4 | 4 | 4 | 4 | 4 | 0 |
| 1400 | Collegiate Institute | 5 | 5 | | | | | | | 5 | 5 | 5 | 5 | 5 | 5 | 2 |
| 1401 | High School | 20 | 15 | 3 | | | | | | 15 | 15 | 4 | 2 | 10 | 9 | 12 |
| 1402 | Pine Ridge Academy | 1 | 4 | 0 | 1 | | | | | 4 | 4 | 0 | 1 | 1 | 4 | 0 |
| 1403 | Female College | 0 | 15 | 0 | 1 | | | | | 10 | 10 | 0 | 0 | 0 | 5 | 1 |
| 1404 | Male High School | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| 1405 | Santuck Academy | 2 | 4 | | | | | | | 12 | 0 | 0 | 0 | 1 | 4 | 0 |
| 1406 | High School | 16 | 0 | 1 | 0 | 7 | 0 | 8 | 0 | 13 | 0 | 4 | 0 | 0 | 11 | 21 |
| 1407 | Sumter Institute | 0 | 12 | | | | | | | 0 | 42 | 0 | 22 | 0 | 22 | 0 |
| 1408 | Bethel Male and Female High School | 2 | 0 | | | | | | | 6 | 0 | | | | 15 | 2 |
| SOUTH DAKOTA. | | | | | | | | | | | | | | | | |
| 1409 | Augustana College | 17 | 0 | 7 | 0 | 0 | 0 | 0 | 7 | 8 | 6 | 4 | 4 | 7 | 4 | 6 |
| 1410 | Scotland Academy | 5 | 6 | | | | | | 2 | 2 | 6 | 10 | 2 | 7 | 1 | 7 |
| 1411 | All Saints School | 0 | 15 | 0 | 1 | 0 | 7 | 0 | 13 | 0 | 20 | 0 | 11 | | | 8 |
| 1412 | Stout Falls University | 23 | 11 | 7 | 4 | | | | 6 | 4 | 20 | 14 | 8 | 18 | 6 | 10 |
| 1413 | Academy of the Sacred Heart | | | | | | | | | | 7 | | | | | |
| TENNESSEE. | | | | | | | | | | | | | | | | |
| 1414 | Big Valley Academy | 7 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 8 | 2 | 0 | 13 | 9 | 0 |
| 1415 | Beech Grove College | 9 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 17 | 11 | 5 | 6 | 7 | 9 | 0 |
| 1416 | Academy and Business College | | | | | | | | | 6 | 1 | 7 | 2 | 7 | 2 | 3 |
| 1417 | Kingsley Seminary | 8 | 0 | 3 | 0 | | | | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 0 |
| 1418 | Bloomington College | 6 | 3 | 0 | 0 | | | | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 |
| 1419 | Holly Spring College | 12 | 3 | 4 | | | | | 3 | 7 | 5 | 3 | 1 | 8 | 3 | 0 |
| 1420 | Hoyle Institute | 0 | 2 | 1 | 0 | | | | | 5 | 4 | 1 | 1 | 1 | 1 | 8 |
| 1421 | Geneva Academy | 18 | 4 | 1 | 0 | | | | 4 | 3 | 4 | 6 | 3 | 2 | 0 | 3 |
| 1422 | Onward Seminary | 2 | 0 | 0 | 0 | | | | | 10 | 15 | 3 | 0 | 2 | 0 | 2 |
| 1423 | High School | 3 | 4 | | | | | | | 8 | 7 | 7 | 5 | 8 | 0 | 4 |
| 1424 | Chapel Hill Academy | 10 | 5 | | | | | | 5 | 15 | 20 | 8 | 7 | 7 | 5 | 4 |
| 1425 | High School | | | | | | | | | 13 | 1 | 2 | 1 | 5 | 1 | 2 |
| 1426 | Caulkins School for Boys and Girls | 27 | 7 | 5 | 0 | | | | | 16 | 6 | 7 | 1 | 5 | 1 | 3 |
| 1427 | College for Young Ladies | 0 | 43 | 0 | 1 | 0 | 6 | 0 | 30 | 0 | 30 | 0 | 3 | 0 | 6 | 20 |
| 1428 | Church Hill Academy | 8 | 7 | 5 | 0 | 0 | 0 | 0 | 0 | 15 | 10 | 2 | 2 | 2 | 4 | 0 |
| 1429 | Clarkville Female Academy | 0 | 31 | 0 | 1 | 0 | 10 | 0 | 2 | 0 | 12 | 0 | 12 | 0 | 23 | 0 |
| 1430 | Fairview Academy | 7 | 5 | | | | | | | 16 | 11 | | | | | 10 |
| 1431 | Flint Spring Academy | | | | | | | | | 26 | 14 | | | | | |
| 1432 | Centenary Female College | 0 | 75 | 0 | 1 | 0 | 15 | 0 | 12 | 0 | 75 | 0 | 20 | 0 | 18 | 0 |
| 1433 | High School | 5 | | 0 | 0 | 3 | 15 | 5 | 12 | | 5 | | | 4 | 3 | 25 |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART II—Continued.

| Students pursuing— | | | | | | | | | | | | | | | | | | | |
|----------------------|---------------------------------------|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|
| Name of school. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| 2 | | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 |
| TENNESSEE—continued. | | | | | | | | | | | | | | | | | | | |
| 1434 | The Columbia Female Institute..... | 0 | 13 | 0 | 6 | 0 | 27 | | | 0 | 26 | 0 | 22 | 0 | 56 | 0 | 31 | 0 | 14 |
| 1435 | University School..... | 15 | 0 | | | | | | | 18 | 0 | | | | | | | 6 | 0 |
| 1436 | Byar's Private School..... | 6 | 1 | 4 | | 3 | 1 | 0 | 0 | 3 | 1 | 3 | 1 | | | 10 | 1 | | |
| 1437 | Tipton Female Seminary..... | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 4 | 4 | 4 | 0 | 13 | 0 | 5 | 0 | 30 |
| 1438 | Culleoka Academy..... | 2 | 5 | | | | | | | 18 | 19 | 6 | 3 | 0 | 14 | 4 | 4 | 4 | 4 |
| 1439 | Chattanooga District High School..... | 16 | 12 | 13 | 1 | | | 0 | 0 | 7 | 4 | 3 | 0 | 0 | 11 | 0 | 0 | 8 | 7 |
| 1440 | High School..... | 4 | | 0 | 0 | 0 | 0 | | | 4 | 12 | 3 | 0 | 4 | 11 | 0 | 0 | | |
| 1441 | Academy and Business Institute..... | 13 | 14 | | | | | | | 15 | 19 | 7 | 3 | 8 | 5 | 9 | 3 | 5 | 3 |
| 1442 | High School..... | 10 | 13 | 3 | 1 | | | | | 7 | 3 | | | 3 | 4 | 2 | | 10 | 8 |
| 1443 | Houston College..... | 5 | 3 | | | | | | | 8 | 3 | | | 3 | 3 | 3 | 3 | 3 | 2 |
| 1444 | Tulogahier College..... | | | | | | | | | 24 | 33 | 9 | 10 | 0 | 0 | 0 | 0 | 10 | 30 |
| 1445 | Collegiate Institute..... | 12 | 16 | 0 | 1 | 0 | 0 | 0 | 0 | 15 | 6 | 0 | 0 | 5 | 4 | 4 | 0 | 22 | 2 |
| 1446 | Franklin Academy..... | 8 | 3 | 1 | 0 | 0 | 0 | 15 | | 75 | 6 | 35 | 4 | 25 | 4 | 0 | 0 | 2 | 0 |
| 1447 | Wall & Mooney's School..... | 93 | 6 | 50 | 4 | | | | | 15 | 10 | 6 | 3 | 8 | 6 | 0 | 1 | 2 | 0 |
| 1448 | Masonic Institute..... | 5 | 5 | | | | | | | 10 | 7 | 4 | 2 | 5 | 8 | 7 | 1 | | |
| 1449 | Gordonsville Academy..... | 7 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 13 | | | | | | | | |
| 1450 | Normal Institute..... | | | | | | | | | 13 | 18 | 7 | 2 | | | 1 | | | |
| 1451 | Franklin Institute..... | 1 | 4 | | | | | 0 | 2 | 7 | 8 | | | | | | | 1 | 3 |
| 1452 | Central Tennessee Normal School..... | 4 | 1 | | | | | | | 2 | 2 | | | | | | 3 | 6 | 5 |
| 1453 | High School..... | 5 | 4 | | | | | | | 10 | 5 | 1 | 1 | 3 | 4 | 2 | 3 | | |
| 1454 | Masonic Institute..... | 20 | 4 | | | 4 | 2 | | | 35 | 20 | 20 | 5 | | | 5 | | | |
| 1455 | Scott County School..... | 2 | 5 | | | | | 0 | 0 | 3 | 6 | | | | 6 | | | | |
| 1456 | Jackson District High School..... | 15 | 9 | | | 1 | 1 | | | 30 | 35 | 12 | 8 | 15 | 18 | 12 | 13 | 4 | 3 |
| 1457 | Independent Normal..... | 2 | 2 | | | 2 | | | | 30 | 25 | 4 | 2 | 4 | 2 | 4 | 2 | 7 | 0 |
| 1458 | Howell Academy..... | 6 | 3 | 1 | 0 | | | | | 7 | 4 | 2 | 0 | | | | | | |
| 1459 | Irving College..... | 11 | 20 | | | | | 1 | 7 | 11 | 20 | | | | | | | | |
| 1460 | Miss Ogden's School..... | 0 | 25 | 0 | 1 | 7 | 27 | 0 | 0 | 8 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 8 |
| 1461 | University School of Knoxville..... | 30 | 0 | 5 | 0 | | | | | 10 | 4 | | | | | | | 7 | 3 |
| 1462 | Blackwater Seminary..... | 6 | 7 | | | | | | 8 | 10 | 5 | 10 | 2 | 10 | 10 | 5 | 5 | 10 | 12 |
| 1463 | Lexington Academy..... | 7 | 12 | | | 3 | | 4 | 8 | 20 | 25 | 10 | 12 | 18 | 20 | 4 | 6 | 10 | 15 |
| 1464 | Lewisburg Institute..... | 18 | 20 | 2 | 2 | 4 | 6 | | | 40 | 35 | 15 | 12 | 18 | 20 | | | 10 | 15 |
| 1465 | High School..... | 2 | 1 | | | | | | | 6 | 2 | 2 | 2 | 3 | 2 | | | | |

| | | | | | | | | | | | | | | | | | | | |
|--------|---|----|----|----|---|---|----|----|----|----|----|----|-----|-----|-----|-----|-----|----|-----|
| 1466 | McTyeire Institute | 17 | 3 | 6 | 1 | 0 | 0 | 0 | 0 | 30 | 4 | 6 | 2 | 5 | 2 | 2 | 1 | 6 | 3 |
| 1467 | McFerrin College | 1 | 8 | 1 | 0 | 0 | 0 | 0 | 15 | 12 | 14 | 3 | 6 | 20 | 16 | 0 | 0 | 0 | 75 |
| 1468 | Southern Normal College | 0 | 35 | 0 | 6 | 0 | 20 | 8 | 0 | 31 | 32 | 0 | 45 | 0 | 60 | 0 | 23 | 0 | 0 |
| 1469 | Clara Conway Institute | 60 | 0 | 12 | 0 | 0 | 0 | 0 | 2 | 0 | 72 | 0 | 12 | 0 | 20 | 0 | 0 | 0 | 0 |
| 1470 | Memphis Institute | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 17 | 0 | 30 | 0 | 40 | 0 | 8 | 0 | 100 |
| 1471 | St. Agnes Female Academy | 0 | 20 | 0 | 0 | 0 | 20 | 0 | 3 | 0 | 30 | 0 | 25 | 0 | 10 | 0 | 6 | 0 | 18 |
| 1472 | St. Mary's School | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 2 | 0 | 1 | 1 | 0 | 4 | 5 |
| 1473 | Fairmount College | 0 | 2 | 0 | 0 | 0 | 12 | 0 | 0 | 11 | 5 | 6 | 3 | 0 | 9 | 0 | 0 | 0 | 30 |
| 1474 | Mountain City Seminary | 4 | 30 | 0 | 5 | 0 | 6 | 0 | 5 | 0 | 31 | 0 | 8 | 0 | 0 | 0 | 3 | 0 | 0 |
| 1475 | South Central Tennessee Normal School | 0 | 7 | 0 | 2 | 0 | 0 | 0 | 14 | 0 | 0 | 20 | 0 | 12 | 0 | 7 | 0 | 39 | 0 |
| 1476 | Bosobel Female College | 0 | 13 | 0 | 8 | 0 | 0 | 10 | 0 | 39 | 0 | 5 | 0 | 0 | 20 | 0 | 11 | 0 | 12 |
| 1477 | Mrs. M. E. Clark's Select School for Young Ladies | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 7 | 0 | 18 | 7 | 8 | 0 | 10 | 0 |
| 1478 | Montgomery Bell Academy | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 15 | 0 | 0 | 1 | 0 | 0 | 0 | 15 | 10 |
| 1479 | St. Cecilia Academy | 24 | 6 | 10 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 2 | 0 | 2 | 6 | 3 | 1 | 0 | 12 |
| 1480 | Alpine Institute | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 8 | 4 | 2 | 6 | 3 | 2 | 0 | 10 | 10 |
| 1481 | New Middleton Academy | 4 | 4 | 2 | 0 | 0 | 2 | 3 | 0 | 3 | 3 | 2 | 3 | 4 | 2 | 1 | 0 | 10 | 12 |
| 1482 | Normal Academy | 4 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 15 | 7 | 8 | 6 | 15 | 5 | 5 | 0 | 20 | 15 |
| 1483 | Hatchie Academy | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 15 | 4 | 2 | 0 | 0 | 1 | 0 | 5 | 4 |
| 1484 | Salem Academy | 8 | 6 | 0 | 0 | 0 | 2 | 1 | 0 | 12 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 8 |
| 1485 | Seven Islands Academy | 5 | 7 | 0 | 0 | 0 | 0 | 0 | 7 | 8 | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1486 | Male and Female Select High School | 16 | 20 | 0 | 0 | 0 | 4 | 5 | 7 | 12 | 13 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1487 | High School | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 6 | 1 | 0 | 0 | 6 | 3 | 1 | 0 | 15 |
| 1488 | Paullett Academy | 6 | 2 | 8 | 3 | 0 | 0 | 0 | 0 | 6 | 2 | 1 | 3 | 4 | 16 | 14 | 0 | 15 | 10 |
| 1489 | Prospect Academy | 20 | 22 | 8 | 0 | 0 | 0 | 0 | 0 | 25 | 20 | 8 | 4 | 4 | 0 | 0 | 0 | 15 | 6 |
| 1490 | Halston Academy | 8 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 10 | 8 |
| 1491 | Raccoon Valley Academy | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| 1492 | High School | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 12 | 10 | 6 | 4 | 4 | 2 | 2 | 8 | 2 |
| 1493 | Lauderdale Institute | 5 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1494 | Lewis High School | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 |
| 1495 | McMinn Academy | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 5 | 3 | 4 | 3 | 4 | 3 | 13 | 11 |
| 1496 | St. Clair Academy | 3 | 1 | 8 | 1 | 0 | 0 | 0 | 0 | 20 | 12 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1497 | Santa Fe College | 12 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 25 | 5 | 4 | 0 | 3 | 0 | 0 | 0 | 0 |
| 1498 | Pure Fountain College | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 8 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1499 | McKinney High School | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 27 | 0 | 16 | 0 | 8 | 0 | 10 | 0 | 24 |
| 1500 | Female Institute | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 0 | 6 | 0 | 15 | 0 | 0 | 0 | 75 | 0 |
| 1501 | Sweetwater College | 15 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 8 | 7 | 0 | 0 | 3 | 1 | 0 | 0 | 4 | 2 |
| 1502 | Tazewell College | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 15 | 7 |
| 1503 | Male and Female Academy | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 11 | 8 | 1 | 3 | 4 | 0 | 0 | 6 | 6 |
| 1504 | Laneview Academy | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 25 | 6 | 9 | 0 | 0 | 0 | 0 | 7 | 7 |
| 1505 | Normal School | 20 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 |
| 1506 | Walling School | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 2 | 2 | 0 | 7 | 2 | 1 | 0 | 0 | 0 |
| 1507 | Roane College | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 3 | 3 | 1 | 4 | 1 | 0 | 0 | 0 | 0 |
| 1508 | Edwards Academy | 12 | 10 | 0 | 0 | 3 | 9 | 8 | 2 | 13 | 7 | 12 | 4 | 17 | 8 | 0 | 0 | 20 | 15 |
| 1509 | Williston Academy | | | | | | | | | | | | | | | | | | |
| TEXAS. | | | | | | | | | | | | | | | | | | | |
| 1510 | Coöperative Educational Association | 1 | 15 | 8 | 3 | 0 | 0 | 0 | 0 | 10 | 15 | 1 | 19 | 50 | 100 | 50 | 100 | 50 | 100 |
| 1511 | Aurora College | 10 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 50 | 10 | 50 | 100 | 100 | 100 | 100 | 100 | 50 | 100 |
| 1512 | Good Seminary | 4 | 0 | 0 | 0 | 0 | 5 | 0 | 2 | 0 | 12 | 0 | 7 | 0 | 16 | 0 | 3 | 0 | 8 |
| 1513 | Tillson Institute | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 12 | 3 | 0 | 3 | 0 | 0 | 0 | 2 | 1 |
| 1514 | The Bonham Lyceum | 9 | 4 | 0 | 0 | 0 | 2 | 2 | 2 | 16 | 14 | 8 | 6 | 7 | 5 | 4 | 3 | 3 | 7 |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART II—Continued.

| Students pursuing— | | | | | | | | | | | | | | | | | | |
|--------------------|--|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|--|
| Name of school. | | | | | | | | | | | | | | | | | | |
| Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | |
| Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | |
| TEXAS—continued. | | | | | | | | | | | | | | | | | | |
| 1515 | Carlton College | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 21 | 0 | 18 | 0 | 20 | 0 | 4 | 0 | 12 | |
| 1516 | Masonic Female Institute | 0 | 34 | 0 | 4 | 0 | 3 | 0 | 17 | 0 | 14 | 0 | 22 | 0 | 12 | 0 | 23 | |
| 1517 | Incarnate Word Academy | 5 | 7 | — | — | — | — | — | 0 | 0 | 6 | 0 | 12 | 0 | 6 | 0 | 1 | |
| 1518 | Paola Male and Female College | 19 | 12 | — | — | — | — | — | 22 | 12 | 8 | 12 | 8 | 12 | 8 | 12 | 8 | |
| 1519 | Male and Female Institute | 69 | 73 | 23 | 7 | — | — | — | 26 | 27 | 30 | 22 | 22 | 32 | 49 | 32 | 24 | |
| 1520 | Comanche College | 5 | 6 | — | — | — | — | — | 20 | 27 | 73 | 69 | 73 | 69 | 73 | 69 | 73 | |
| 1521 | Commerce College | 38 | 27 | 3 | — | — | — | — | 69 | 73 | 30 | 20 | 30 | 20 | 30 | 24 | 30 | |
| 1522 | East Texas Normal College | 0 | 50 | 0 | 0 | 50 | 0 | 0 | 73 | 69 | 73 | 69 | 73 | 69 | 73 | 69 | 73 | |
| 1523 | Female College | 0 | 17 | — | — | — | — | — | 20 | 30 | 20 | 30 | 20 | 30 | 49 | 32 | 24 | |
| 1524 | Academy of Our Lady of the Sacred Heart | 0 | 50 | 0 | 0 | 0 | 0 | 0 | 62 | 51 | 25 | 37 | 42 | 11 | 1 | 17 | 9 | |
| 1525 | Guero Institute | 15 | 12 | 5 | 0 | 3 | 2 | 28 | 11 | 15 | 10 | 13 | 22 | 6 | 2 | 14 | 13 | |
| 1526 | Divine Academy | 6 | 3 | — | — | — | — | — | 9 | 17 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | |
| 1527 | High School | 3 | — | — | — | — | — | — | 6 | 6 | 4 | 2 | 3 | 3 | 3 | 3 | 3 | |
| 1528 | Literary and Scientific Institute | 12 | 5 | — | — | — | — | — | 5 | 5 | 2 | 5 | 3 | 0 | 35 | 0 | 35 | |
| 1529 | Bickler Academy | 0 | 12 | — | — | — | — | — | 5 | 19 | 0 | 5 | 15 | 10 | 10 | 10 | 18 | |
| 1530 | Ursuline Convent | 10 | 5 | — | — | — | — | — | 10 | 5 | 5 | 1 | 4 | 3 | — | 15 | 10 | |
| 1531 | Select School | 2 | 1 | — | — | — | — | — | 15 | 10 | 1 | 1 | 4 | 3 | — | 15 | 10 | |
| 1532 | Hearne Academy | 4 | 5 | — | — | — | — | — | 8 | 6 | 8 | 6 | 10 | 7 | 2 | 8 | 4 | |
| 1533 | Fairlie Academy | 10 | 9 | — | — | — | — | — | 20 | 15 | 12 | 13 | 15 | 15 | 4 | 5 | 4 | |
| 1534 | Alexandria Institute | 2 | 1 | — | — | — | — | — | 3 | 5 | 4 | 2 | 5 | 4 | 2 | 13 | 1 | |
| 1535 | Camp Wood Academy | 2 | 1 | — | — | — | — | — | 41 | 35 | 33 | 7 | 37 | 39 | 2 | 13 | 1 | |
| 1536 | New Malakoff School | 2 | 2 | — | — | — | — | — | 3 | 5 | 4 | 2 | 5 | 4 | 2 | 13 | 1 | |
| 1537 | Bishop College | 6 | 6 | 1 | — | — | — | — | 20 | 10 | 5 | 9 | 10 | 7 | 5 | 13 | 7 | |
| 1538 | Rock Hill Institute | 10 | 8 | — | — | — | — | — | 13 | 4 | 6 | 5 | 9 | 3 | 3 | 15 | 12 | |
| 1539 | Moulton Institute | 9 | 8 | — | — | — | — | — | 20 | 11 | 6 | 5 | 9 | 5 | 4 | 3 | 7 | |
| 1540 | Central Academy | 12 | 4 | 0 | 0 | 12 | 8 | 5 | 10 | 5 | 6 | 5 | 9 | 5 | 4 | 3 | 12 | |
| 1541 | Sumner Hill Institute | 19 | 8 | 0 | 0 | 0 | 0 | 0 | 12 | 11 | 6 | 12 | 7 | 3 | 0 | 7 | 3 | |
| 1542 | North Texas University | 4 | 2 | 1 | 0 | 2 | 4 | 8 | 19 | 14 | 12 | 41 | 22 | 4 | 2 | 6 | 3 | |
| 1543 | Llano Escacado Male and Female Institute | 7 | 6 | 0 | 0 | 12 | 2 | 19 | 6 | 17 | 10 | 5 | 4 | 0 | 0 | 20 | 15 | |
| 1544 | Quannah College | 0 | 20 | 0 | 5 | — | — | 3 | 8 | 9 | 6 | 10 | 4 | 0 | 0 | 5 | 10 | |
| 1545 | Graded School | — | — | — | — | — | — | 4 | 0 | 20 | 0 | 5 | 14 | 0 | 5 | 4 | 2 | |
| 1546 | Masonic Institute | 8 | 12 | 0 | 0 | 4 | 0 | 0 | 3 | 2 | 3 | 6 | 4 | 5 | 8 | 4 | 7 | |
| 1547 | German-English School | — | — | — | — | — | — | — | 36 | 14 | 7 | 19 | 15 | 8 | 14 | 14 | 19 | |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART II—Continued.

| Students pursuing— | | | | | | | | | | | | | | | | | | | | | |
|--------------------|---------------------------------------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|------------|---------|------------------|---------|
| Name of school. | | | | Greek. | | | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | |
| Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | | | | | |
| Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | | | | |
| VERMONT—continued. | | | | | | | | | | | | | | | | | | | | | |
| 1594 | Burr and Burton Seminary | 18 | 10 | 7 | 2 | 5 | 2 | 2 | 6 | 10 | 20 | 4 | 5 | 11 | 2 | 9 | 3 | 5 | 2 | | |
| 1595 | Vermont Methodist Seminary | 33 | 45 | 23 | 5 | 8 | 20 | 6 | 5 | 23 | 42 | 21 | 19 | 15 | 9 | 8 | 7 | 39 | 47 | | |
| 1596 | Seminary and Ladies' Institute | 3 | 8 | | | 3 | 10 | | | 10 | 16 | 15 | 4 | 4 | 4 | 2 | 6 | 0 | 6 | | |
| 1597 | Beeman Academy | 10 | 10 | 1 | 0 | | | | | 12 | 8 | 2 | 2 | 3 | 1 | 4 | 0 | 0 | 0 | | |
| 1598 | Caledonia County Grammar School | 17 | 20 | 9 | 2 | | | | | 15 | 17 | 4 | 3 | 5 | 4 | | | | | | |
| 1599 | Troy Conference Academy | 23 | 13 | 27 | 2 | | | | | 17 | 44 | 20 | 7 | 10 | 4 | 7 | 5 | 16 | 6 | | |
| 1600 | Royalton Academy | 1 | 3 | 0 | 0 | 0 | 5 | 1 | 9 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 1601 | English and Classical Institute | 15 | 2 | 4 | 1 | 0 | 0 | 2 | 1 | 5 | 7 | 3 | 1 | 7 | 2 | 4 | 2 | 15 | 5 | | |
| 1602 | St. Johnsbury Academy | 80 | 60 | 34 | 10 | 16 | 20 | 8 | 6 | 59 | 30 | 20 | 24 | 30 | 38 | 12 | 14 | 26 | 23 | | |
| 1603 | Vermont Academy | 56 | 54 | 23 | 15 | 7 | 24 | 10 | 0 | 22 | 19 | 25 | 31 | 10 | 8 | 7 | 5 | 23 | 28 | | |
| 1604 | Green Mountain Perkins Academy | 5 | 5 | 0 | 0 | 2 | 1 | 0 | 0 | 8 | 5 | 4 | 4 | 0 | 9 | 0 | 0 | 0 | 0 | | |
| 1605 | Academy and Boarding School | 8 | 6 | 3 | 3 | | | | | 20 | 16 | 4 | 8 | 8 | 3 | 7 | 7 | 2 | 5 | | |
| 1606 | Leland and Gray Seminary | 7 | 11 | | | | | | | 6 | 18 | 0 | 2 | 1 | 0 | 3 | 4 | 0 | 3 | | |
| 1607 | Green Mountain Seminary | | | | | | | | | 27 | 35 | | | | | | | | | | |
| 1608 | Glenwood Classical Seminary | 21 | 14 | 6 | 2 | 1 | 5 | 1 | 6 | 35 | 28 | 12 | 7 | 16 | 10 | 6 | 4 | 31 | 27 | | |
| VIRGINIA. | | | | | | | | | | | | | | | | | | | | | |
| 1609 | Abingdon Academy | 19 | 0 | 0 | 0 | 11 | 0 | 0 | 0 | 18 | 0 | 18 | 0 | 21 | 0 | 0 | 0 | 21 | 0 | | |
| 1610 | Academy of the Visitation | | | | | | 10 | 0 | 1 | 0 | 7 | 0 | 7 | | | | | | | | |
| 1611 | Potomac Academy | 26 | 0 | 3 | 0 | 5 | 0 | 5 | 0 | 19 | 0 | 13 | 0 | | | 39 | 0 | | | | |
| 1612 | St. John's Academy | 19 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 19 | 0 | 13 | 0 | 11 | 0 | 30 | 0 | 30 | 0 | | |
| 1613 | St. Mary's Academy | | | | | | | | | 0 | 5 | 0 | 1 | 0 | 8 | 0 | 7 | 0 | 19 | | |
| 1614 | Seven Islands School | 11 | 0 | 3 | 0 | 4 | 0 | 4 | 0 | 9 | 0 | 9 | 0 | 70 | 0 | 1 | 0 | 4 | 0 | | |
| 1615 | Randolph-Macon Academy | 100 | 0 | 3 | 0 | 10 | 0 | 13 | 0 | 105 | 0 | 65 | 0 | 8 | 0 | 3 | 0 | 12 | 0 | | |
| 1616 | High School | 50 | 0 | 11 | 0 | 25 | 0 | 13 | 0 | 46 | 0 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 1617 | Miss B. P. Carnes' School | 46 | 0 | | | | 1 | | | 0 | 3 | | | | | | | 0 | 25 | | |
| 1618 | Bethel Classical and Military Academy | 32 | 0 | 6 | 0 | 12 | 0 | 16 | 0 | 26 | 0 | 26 | 0 | 12 | 0 | 8 | 0 | 4 | 0 | | |
| 1619 | Chesapeake Academy | 10 | 13 | 2 | 0 | 4 | 3 | 10 | 7 | 11 | 18 | 4 | 5 | 5 | 7 | 6 | 8 | | | | |
| 1620 | University School | 46 | 0 | 10 | 0 | 22 | 0 | 14 | 0 | 51 | 0 | 25 | 0 | | | | | 28 | 0 | | |
| 1621 | Female Institute | 2 | 8 | | | | | | | 2 | 9 | | | | | | | 4 | 12 | | |
| 1622 | Keswick School | 31 | 0 | 6 | 0 | 22 | 0 | 12 | 0 | 33 | 0 | 18 | 0 | 13 | 0 | 0 | 0 | 15 | 0 | | |
| 1623 | Kivanna Home School | 7 | 0 | 1 | 0 | | | | | 5 | 0 | 1 | 0 | 4 | 0 | 1 | 0 | 0 | 0 | | |

| | | | | | | | | | | | | | | | | | | | | |
|-------------|------------------------------|-----|----|----|----|----|----|----|----|----|-----|----|----|----|----|----|----|----|----|----|
| 1624 | High School | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 1 | 0 | 0 | 5 | 4 | 0 | 0 | 9 | 10 |
| 1625 | Military Institute | 25 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 15 | 10 |
| 1626 | Pik Creek Academy | 32 | 9 | 20 | 0 | 9 | 16 | 12 | 4 | 22 | 16 | 16 | 12 | 12 | 22 | 10 | 16 | 8 | 14 | 16 |
| 1627 | Female Institute | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 0 | 11 | 0 | 13 | 0 | 0 | 0 | 0 | 15 | 20 |
| 1628 | Oxford Academy | 18 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 15 | 20 |
| 1629 | Augusta Military Academy | 34 | 0 | 0 | 0 | 0 | 0 | 18 | 0 | 46 | 0 | 16 | 0 | 0 | 8 | 0 | 8 | 0 | 4 | 0 |
| 1630 | Franklin Academy | 11 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 15 | 0 | 4 | 0 | 0 | 13 | 0 | 2 | 0 | 7 | 0 |
| 1631 | Greenwood School | 13 | 0 | 3 | 0 | 8 | 0 | 0 | 0 | 11 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| 1632 | Classical Normal School | 10 | 8 | 1 | 0 | 12 | 14 | 0 | 0 | 16 | 14 | 10 | 8 | 6 | 6 | 4 | 0 | 0 | 12 | 16 |
| 1633 | Mountain View Normal School | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1634 | "E. Oad Oak" School | 2 | 3 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 4 | 5 | 9 | 5 | 9 |
| 1635 | Brunswick Preparatory School | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 16 | 0 | 3 | 0 | 9 | 0 | 0 | 9 | 9 | 0 |
| 1636 | Curry College | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1637 | Female Institute | 0 | 28 | 0 | 24 | 0 | 0 | 0 | 4 | 0 | 9 | 0 | 5 | 0 | 12 | 0 | 3 | 0 | 0 | 0 |
| 1638 | Female Academy | 0 | 10 | 0 | 0 | 0 | 6 | 0 | 8 | 0 | 10 | 0 | 2 | 0 | 8 | 0 | 4 | 0 | 18 | 0 |
| 1639 | High School | 18 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 21 | 0 | 3 | 0 | 3 | 0 | 25 | 0 | 0 | 37 | 0 |
| 1640 | do | 37 | 0 | 37 | 0 | 0 | 0 | 0 | 0 | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 | 0 |
| 1641 | Clay Hill Academy | 14 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 0 |
| 1642 | Polytechnic Institute | 8 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 10 | 4 | 2 | 0 | 10 | 0 | 0 | 0 | 0 | 15 | 0 |
| 1643 | Norfolk Academy | 142 | 0 | 11 | 0 | 0 | 0 | 3 | 0 | 77 | 0 | 14 | 0 | 69 | 0 | 0 | 0 | 14 | 0 | 0 |
| 1644 | Norfolk Mission College | 84 | 0 | 0 | 25 | 0 | 0 | 29 | 0 | 8 | 14 | 5 | 6 | 7 | 5 | 0 | 0 | 8 | 7 | 0 |
| 1645 | Onancock Academy | 37 | 25 | 9 | 0 | 13 | 26 | 18 | 14 | 27 | 19 | 12 | 5 | 15 | 4 | 15 | 5 | 0 | 0 | 0 |
| 1646 | Pearisburg Academy | 3 | 6 | 1 | 0 | 0 | 6 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1647 | St. Paul's Female School | 0 | 19 | 0 | 0 | 0 | 9 | 0 | 5 | 0 | 12 | 0 | 2 | 0 | 0 | 0 | 10 | 0 | 0 | 0 |
| 1648 | School for Girls | 0 | 15 | 0 | 0 | 0 | 20 | 0 | 0 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1649 | Franklin Street School | 35 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 25 | 0 | 10 | 0 | 15 | 0 | 0 | 0 | 47 | 0 | 0 |
| 1650 | Harshorn Memorial College | 0 | 81 | 0 | 0 | 0 | 0 | 0 | 0 | 81 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 81 | 0 |
| 1651 | McGuire's School | 85 | 0 | 20 | 0 | 15 | 0 | 15 | 0 | 80 | 0 | 25 | 0 | 20 | 0 | 15 | 0 | 39 | 0 | 0 |
| 1652 | Merrill Female School | 0 | 5 | 0 | 0 | 14 | 0 | 8 | 0 | 10 | 0 | 6 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1653 | Kleinberg Female Seminary | 0 | 13 | 0 | 0 | 0 | 19 | 0 | 3 | 42 | 15 | 0 | 3 | 0 | 0 | 1 | 0 | 26 | 3 | 0 |
| 1654 | Reid's Normal School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1655 | Female Institute | 5 | 10 | 0 | 0 | 3 | 7 | 0 | 0 | 5 | 10 | 0 | 0 | 3 | 2 | 0 | 0 | 1 | 5 | 3 |
| 1656 | Augusta Female Seminary | 0 | 80 | 0 | 0 | 0 | 0 | 0 | 20 | 0 | 102 | 0 | 26 | 0 | 37 | 0 | 1 | 0 | 90 | 0 |
| 1657 | Military Academy | 70 | 0 | 3 | 0 | 0 | 25 | 0 | 0 | 68 | 0 | 30 | 4 | 5 | 0 | 0 | 35 | 9 | 8 | 0 |
| 1658 | College Institute | 12 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 18 | 11 | 9 | 4 | 15 | 32 | 0 | 0 | 0 | 0 | 0 |
| 1659 | Female Institute | 35 | 0 | 0 | 0 | 0 | 15 | 0 | 10 | 0 | 30 | 0 | 5 | 0 | 30 | 0 | 10 | 0 | 20 | 0 |
| 1660 | Military Academy | 30 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 15 | 0 | 10 | 0 | 6 | 0 | 0 | 0 | 12 | 0 | 0 |
| 1661 | Nansemond Seminary | 2 | 40 | 0 | 0 | 0 | 35 | 0 | 0 | 0 | 30 | 0 | 2 | 0 | 20 | 0 | 0 | 0 | 20 | 0 |
| 1662 | Ryland Institute | 0 | 23 | 0 | 0 | 0 | 21 | 0 | 13 | 0 | 35 | 0 | 4 | 0 | 16 | 0 | 16 | 0 | 15 | 0 |
| 1663 | Female Seminary | 0 | 10 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 20 | 0 | 8 | 0 | 15 | 0 | 10 | 0 | 20 | 0 |
| 1664 | Purdon's Male School | 10 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 9 | 0 | 5 | 0 | 3 | 0 | 0 | 0 | 0 | 25 | 0 |
| 1665 | Fauquier Female Institute | 0 | 12 | 0 | 0 | 0 | 15 | 0 | 5 | 0 | 15 | 0 | 16 | 0 | 12 | 0 | 5 | 0 | 0 | 0 |
| 1666 | Fishburne School | 52 | 0 | 5 | 0 | 11 | 0 | 5 | 0 | 36 | 0 | 9 | 0 | 9 | 0 | 10 | 0 | 15 | 0 | 0 |
| 1667 | Valley Seminary | 0 | 43 | 0 | 0 | 0 | 21 | 0 | 9 | 0 | 30 | 0 | 5 | 0 | 9 | 0 | 9 | 0 | 9 | 0 |
| 1668 | Shenandoah Valley Academy | 30 | 0 | 10 | 0 | 6 | 0 | 12 | 0 | 19 | 0 | 15 | 0 | 8 | 0 | 6 | 0 | 13 | 10 | 0 |
| 1669 | Riverview Seminary | 6 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 35 | 0 | 10 | 0 | 47 | 0 | 33 | 30 | 0 |
| 1670 | Trinity Hall Female College | 0 | 15 | 0 | 0 | 0 | 16 | 0 | 13 | 0 | 0 | 10 | 0 | 0 | 0 | 13 | 0 | 30 | 30 | 0 |
| 1671 | Wytheville Seminary | 0 | 10 | 0 | 0 | 0 | 24 | 0 | 3 | 0 | 12 | 0 | 6 | 0 | 0 | 23 | 0 | 0 | 0 | 0 |
| WASHINGTON. | | | | | | | | | | | | | | | | | | | | |
| 1672 | Grace Seminary | 7 | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 6 | 15 | 2 | 2 | 4 | 2 | 0 | 1 | 0 | 2 | 3 |
| 1673 | Puget Sound Academy | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

WASHINGTON.

| | |
|------|---------------------|
| 1672 | Grace Seminary |
| 1673 | Puget Sound Academy |

TABLE 7.—Statistics of endowed academies, seminaries, and other private secondary schools—PART II—Continued.

| Students pursuing— | | | | | | | | | | | | | | | | | | | |
|-----------------------|------------------------------|--------|---------|--------|---------|---------|---------|---------|---------|----------|---------|-----------|---------|----------|---------|------------|---------|------------------|---------|
| Name of school. | | Latin. | | Greek. | | French. | | German. | | Algebra. | | Geometry. | | Physics. | | Chemistry. | | General history. | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| 2 | | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 |
| WASHINGTON—continued. | | | | | | | | | | | | | | | | | | | |
| 1674 | Ellensburg Academy | 4 | 4 | | | | | 8 | 4 | 3 | 7 | 2 | 1 | | | | | 10 | 7 |
| 1675 | Kelso Academy | 1 | 1 | | | | | | | 1 | 3 | 1 | 0 | | 1 | | | 5 | 7 |
| 1676 | Military Academy | | | | | | | 0 | 0 | 0 | 10 | 1 | 0 | | 4 | | | | |
| 1677 | Chehalis Valley Academy | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 0 | | | | | 9 | 5 |
| 1678 | St. Joseph's Academy | | | | | | | | | 4 | 0 | | | | | | | 12 | 14 |
| 1679 | Collegiate Institute | 18 | 11 | 2 | 1 | | | | | 4 | 5 | 2 | 1 | 5 | 4 | | 32 | 0 | 68 |
| 1680 | Academy of the Holy Names | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 28 | 0 | 30 | 0 | 10 | 0 | 22 | 0 | | 17 | 6 |
| 1681 | Cortland Academy | | | | | | | | | 4 | 2 | | | | | | | 10 | 5 |
| 1682 | Gonzaga College | 45 | 0 | 30 | 0 | 15 | 0 | 12 | 0 | 16 | 0 | 16 | 0 | 8 | 0 | 8 | 0 | 29 | 0 |
| 1683 | Presbyterian Female Seminary | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| 1684 | Spokane College | 22 | 6 | 7 | 0 | 2 | 4 | 10 | 14 | 24 | 9 | 18 | 7 | 6 | 12 | 7 | 11 | 45 | 70 |
| 1685 | Annie Wright Seminary | 0 | 27 | 0 | 0 | 0 | 45 | 0 | 30 | 0 | 30 | 0 | 13 | 0 | 15 | 0 | 14 | | |
| 1686 | Tacoma Academy | 15 | 6 | 3 | | | | 6 | 1 | | | | 4 | 1 | 4 | 2 | | 15 | 6 |
| 1687 | Washington College | 28 | 0 | 5 | 0 | 0 | 0 | 21 | 0 | 27 | 0 | 14 | 0 | 14 | 0 | 7 | 0 | 9 | 0 |
| 1688 | The Waitsburg Academy | 12 | 16 | | | | | | | 10 | 16 | 8 | 8 | 7 | 4 | | | 6 | 0 |
| 1689 | St. Patrick's Academy | | | | | | | | | 6 | 0 | 6 | 0 | 6 | 0 | | | | |
| WEST VIRGINIA. | | | | | | | | | | | | | | | | | | | |
| 1690 | Academy of the Visitation | | | | | | | | | | | | | | | | | 0 | 60 |
| 1691 | Salem College | 16 | 8 | 11 | 5 | 0 | 2 | 4 | 3 | 9 | 6 | 5 | 3 | 3 | 2 | 0 | 4 | 3 | 10 |
| WISCONSIN. | | | | | | | | | | | | | | | | | | | |
| 1692 | Academy and Normal Institute | | | | | | | | | | | | | | | | | | |
| 1693 | Wayland University | 6 | 2 | 0 | 0 | 0 | 0 | 5 | 2 | 4 | 3 | 0 | 0 | 4 | 2 | 0 | 0 | 0 | 0 |
| 1694 | Evansville Seminary | 37 | 26 | 13 | 2 | 3 | 3 | 8 | 11 | 11 | 13 | 8 | 4 | 2 | 10 | 8 | 7 | 14 | 10 |
| 1695 | University School | 7 | 5 | 2 | 0 | 0 | 0 | 7 | 8 | 18 | 10 | 7 | 6 | 5 | 0 | | | 7 | 8 |
| 1696 | St. Regina Academy | 25 | 0 | 5 | 0 | 2 | 0 | 11 | 0 | 10 | 0 | 6 | 0 | 8 | 0 | 0 | 0 | 10 | 0 |
| 1697 | Wisconsin Academy | | | | | | | 0 | 5 | 0 | 5 | | | | | 0 | 5 | 0 | 7 |
| 1698 | Academy of Lourdes | 14 | 11 | 2 | 0 | 1 | 4 | | | 11 | 8 | 10 | 5 | 5 | 3 | | | 9 | 13 |
| 1699 | Cathedral Institute | 8 | 2 | | | | | 5 | 12 | 10 | 14 | 10 | 14 | 10 | 14 | 0 | 0 | 10 | 0 |
| 1700 | Concordia College | 182 | 0 | 74 | 0 | 25 | 0 | 182 | 0 | 74 | 0 | 74 | 0 | 21 | 0 | 24 | 0 | 182 | 0 |

| | | | | | | | | | | | | | | | | | | |
|----------|---|------|----|----|---|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1701 | German English Academy | 29 | 0 | 5 | 0 | 4 | 0 | 11 | 19 | 0 | 26 | 0 | 7 | 5 | 25 | 19 | 25 | 19 |
| 1702 | Milwaukee Academy | 63 | 0 | 40 | 0 | 20 | 0 | 98 | 0 | 23 | 0 | 23 | 0 | 13 | 0 | 0 | 0 | 0 |
| 1703 | St. Lawrence College | | | | | | | | | | | | | | | | | 44 |
| 1704 | St. Mary's Institute | | | | | | | | | | | | | | | | | 0 |
| 1705 | The Home School | 0 | 15 | | | | 0 | 5 | 0 | 10 | 0 | 15 | 0 | 15 | 0 | 15 | 0 | 15 |
| 1706 | Racine Academy | 10 | 6 | 2 | 1 | 0 | 2 | 7 | 2 | 22 | 9 | 7 | 2 | 9 | 1 | | | 3 |
| 1707 | Racine College | 38 | 0 | 38 | 0 | 3 | 0 | 10 | 0 | 30 | 0 | 30 | 0 | 30 | 0 | 30 | 0 | 15 |
| 1708 | St. Catherine's Academy | | | | | | | | | | | | | | | | | 1 |
| 1709 | Rochester Seminary | 4 | 1 | 0 | 0 | 0 | 0 | 3 | 1 | 11 | 2 | 4 | 1 | 1 | 1 | 0 | 0 | 5 |
| 1710 | Catholic Normal School and Pio Novo College | 6 | 0 | | | | | 82 | 0 | 9 | 0 | 8 | 0 | 6 | 0 | | | 11 |
| 1711 | St. Clara Academy | 1711 | 0 | 15 | 0 | | 4 | 0 | 12 | 0 | 20 | 0 | 15 | 0 | 18 | 0 | 0 | 55 |
| 1712 | University of Our Lady of the Sacred Heart | 30 | 0 | 13 | 0 | 10 | 0 | 22 | 0 | 30 | 0 | 12 | 0 | 6 | 0 | 6 | 0 | 8 |
| 1713 | Carroll College | 14 | 17 | 3 | 0 | 0 | 5 | 9 | 11 | 35 | 18 | 3 | 8 | 2 | 4 | 3 | 1 | 9 |
| WYOMING. | | | | | | | | | | | | | | | | | | |
| 1714 | Academy of the Holy Child Jesus | 0 | 15 | 0 | 0 | 0 | 12 | 0 | 0 | 0 | 15 | 0 | 0 | 15 | 0 | 0 | 15 | 15 |

WYOMING.

UNIVERSITIES AND COLLEGES.

TABLE 8.—Statistics of universities and colleges for men only and for both sexes, for 1890-91.

| Location. | Name of school. | Professors and instructors. | | | | | | Students. | | | | | | | | | | | | | |
|-------------|-------------------------------|-----------------------------|---------|---------------------|---------|---------------------------|---------|---------------|---------|-------------------------|---------|---------------------|---------|----------------------|---------|---------------------------|---------|--------------------|---------|--------------------------------------|----------|
| | | Preparatory department. | | College department. | | Professional departments. | | Total number. | | Preparatory department. | | College department. | | Graduate department. | | Professional departments. | | Other departments. | | Total number (excluding duplicates). | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| ALABAMA. | | | | | | | | | | | | | | | | | | | | | |
| 1 | East Lake..... | 1 | 0 | 9 | 0 | 0 | 0 | 10 | 0 | 20 | 0 | 186 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 203 | 0 |
| 2 | Greensboro..... | 1 | 0 | 10 | 0 | 0 | 0 | 11 | 3 | 32 | 0 | 184 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 203 | 140 |
| 3 | Lafayette..... | 0 | 2 | 4 | 1 | 0 | 0 | 5 | 0 | 60 | 100 | 25 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 85 | 0 |
| 4 | Mobile..... | 0 | 0 | 19 | 0 | 0 | 0 | 19 | 0 | 0 | 0 | 135 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 135 | 0 |
| 5 | Spring Hill College..... | 2 | 3 | 5 | 2 | 0 | 0 | 6 | 7 | 45 | 47 | 56 | 65 | 0 | 0 | 0 | 0 | 0 | 0 | 101 | 112 |
| 6 | Scottsboro..... | 0 | 4 | 3 | 0 | 1 | 0 | 4 | 4 | 237 | 278 | 6 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 243 | 282 |
| 7 | Selma..... | 0 | 0 | 17 | 0 | 3 | 0 | 20 | 0 | 0 | 0 | 186 | 0 | 4 | 0 | 30 | 0 | 0 | 0 | 220 | 0 |
| 8 | University of Alabama..... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ARKANSAS. | | | | | | | | | | | | | | | | | | | | | |
| 9 | Arkadelphia..... | 2 | 3 | 3 | 3 | 0 | 0 | 3 | 5 | 75 | 75 | 90 | 90 | 0 | 0 | 0 | 0 | 0 | 0 | 165 | 165 |
| 10 | Batesville..... | 2 | 1 | 4 | 0 | 0 | 0 | 5 | 1 | 0 | 0 | 9 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 57 | 52 |
| 11 | Conway..... | 2 | 0 | 5 | 0 | 0 | 0 | 7 | 0 | 88 | 22 | 42 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 130 | 28 |
| 12 | Hendrix College..... | 0 | 1 | 2 | 2 | 0 | 0 | 5 | 4 | 75 | 50 | 3 | 3 | 0 | 0 | 30 | 0 | 16 | 17 | 134 | 70 |
| 13 | Little Rock..... | 0 | 1 | 2 | 2 | 0 | 0 | 5 | 4 | 75 | 50 | 3 | 3 | 0 | 0 | 30 | 0 | 16 | 17 | 134 | 70 |
| 14 | Philander Smith College*..... | 0 | 3 | 3 | 1 | 0 | 0 | 6 | 8 | 28 | 0 | 7 | 5 | 0 | 0 | 20 | 0 | (178) | 11 | 57 | (178) 16 |
| CALIFORNIA. | | | | | | | | | | | | | | | | | | | | | |
| 15 | Berkeley..... | 0 | 0 | 37 | 0 | 72 | 1 | 99 | 1 | 0 | 0 | 334 | 98 | 20 | 5 | 302 | 9 | 3 | 0 | 658 | 113 |
| 16 | College City..... | 2 | 1 | 4 | 2 | 1 | 0 | 6 | 2 | 33 | 17 | 35 | 18 | 0 | 0 | 9 | 0 | 0 | 0 | 68 | 35 |
| 17 | College Park..... | 5 | 6 | 10 | 1 | 1 | 0 | 17 | 14 | 110 | 90 | 63 | 23 | 0 | 0 | 23 | 0 | (78) | 0 | 173 | (78) 113 |
| 18 | Los Angeles..... | 0 | 1 | 3 | 4 | 0 | 0 | 3 | 5 | 43 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 35 |
| 19 | St. Vincent's College..... | 4 | 0 | 4 | 0 | 0 | 0 | 8 | 0 | 40 | 0 | 20 | 0 | 0 | 0 | 0 | 0 | 74 | 0 | 134 | 0 |

| | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|--|----|---|----|---|----|---|-----|----|-----|----|-----|----|-----|-----|-----|-----|-------------|-----|--------------|-----|
| 18 | Napa..... | 3 | 4 | 4 | 1 | 0 | 0 | 7 | 8 | 55 | 48 | 20 | 11 | 3 | 0 | 0 | 0 | 25 | 63 | 103 | 122 |
| 19 | Oakland..... | 4 | 3 | 7 | 6 | 0 | 0 | 11 | 9 | 48 | 46 | 3 | 3 | | | | | | 51 | 51 | 49 |
| 20 | do..... | 8 | 0 | 14 | 0 | 0 | 0 | 22 | 0 | 188 | 0 | 91 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 231 | 0 |
| 21 | St. Mary's College..... | 6 | 0 | 11 | 0 | 0 | 0 | 17 | 0 | 361 | 0 | 197 | 0 | | 0 | 0 | 0 | 0 | 0 | 538 | 0 |
| 22 | St. Ignace College..... | 1 | 0 | 17 | 0 | 0 | 0 | 12 | 0 | 10 | 0 | 127 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 18 | 0 |
| 23 | Santa Clara..... | 1 | 0 | 15 | 3 | 0 | 0 | 12 | 3 | 10 | 11 | 16 | 18 | | | | | | | 26 | 29 |
| 24 | University of Southern California..... | 7 | 2 | 8 | 2 | 25 | 1 | 30 | 5 | 99 | 93 | 17 | 8 | 0 | 0 | 34 | 10 | 22 | 53 | 160 | 141 |
| 25 | Woodbridge..... | 1 | 1 | 3 | 1 | 0 | 0 | 4 | 2 | 30 | 35 | 7 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 37 | 43 |
| 26 | Woodland..... | 0 | 2 | 2 | 4 | 0 | 0 | 2 | 6 | 13 | 24 | 42 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 55 | 51 |
| COLORADO. | | | | | | | | | | | | | | | | | | | | | |
| 27 | Boulder..... | 8 | 2 | 7 | 1 | 14 | 0 | 19 | 2 | 44 | 54 | 32 | 29 | | 12 | 4 | 0 | 0 | 0 | 88 | 87 |
| 28 | Colorado Springs..... | 9 | 2 | 14 | 3 | 0 | 0 | 14 | 3 | 51 | 27 | 25 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 77 | 32 |
| 29 | Del Norte..... | 0 | 2 | 3 | 2 | 1 | 0 | 4 | 2 | 11 | 7 | 5 | 5 | | 6 | 0 | 0 | 0 | 0 | 16 | 12 |
| 30 | University Park..... | 6 | 5 | 6 | 5 | 18 | 0 | 59 | 16 | 73 | 55 | 20 | 11 | 2 | 1 | 30 | 0 | (583) 68 | 5 | (583) 193 | 72 |
| CONNECTICUT. | | | | | | | | | | | | | | | | | | | | | |
| 31 | Hartford..... | 0 | 0 | 20 | 0 | 0 | 0 | 20 | 0 | 0 | 0 | 135 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 136 | 0 |
| 32 | Middletown..... | 0 | 0 | 26 | 0 | 0 | 0 | 23 | 0 | 0 | 0 | 217 | 20 | 10 | 3 | 0 | 0 | 0 | 0 | 227 | 23 |
| 33 | New Haven..... | 0 | 0 | 53 | 0 | 62 | 0 | 147 | 0 | 0 | 0 | 832 | 0 | 104 | 0 | 318 | 0 | 387 | 36 | 1,609 | 33 |
| DELAWARE. | | | | | | | | | | | | | | | | | | | | | |
| 34 | Newark..... | 0 | 0 | 8 | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 81 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 81 | 0 |
| DISTRICT OF COLUMBIA. | | | | | | | | | | | | | | | | | | | | | |
| 35 | Washington..... | 10 | 0 | 10 | 0 | 33 | 0 | 45 | 0 | 95 | 0 | 45 | 21 | | 468 | 16 | 105 | 5 | 713 | 42 | 42 |
| 36 | do..... | 17 | 0 | 13 | 0 | 36 | 0 | 66 | 0 | 193 | 0 | 83 | 0 | | 377 | 0 | 0 | 0 | 0 | 628 | 0 |
| 37 | do..... | 2 | 0 | 7 | 0 | 29 | 0 | 45 | 7 | 38 | 2 | 21 | 4 | | 212 | 2 | 93 | 57 | 364 | 64 | 64 |
| 38 | do..... | 0 | 0 | 7 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 45 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 9 |
| FLORIDA. | | | | | | | | | | | | | | | | | | | | | |
| 39 | De Land..... | 3 | 7 | 4 | 7 | 0 | 0 | 4 | 7 | 75 | 80 | 1 | 1 | | | | | | | 76 | 81 |
| 40 | Leesburg..... | 1 | 1 | 4 | 3 | 0 | 0 | 5 | 4 | 56 | 44 | 23 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 79 | 72 |
| 41 | Tallahassee..... | 3 | 1 | 3 | 1 | 0 | 0 | 3 | 1 | 23 | 33 | 12 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 42 |
| 42 | Winter Park..... | 7 | 3 | 7 | 2 | 0 | 0 | 7 | 5 | 78 | 74 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 82 | 78 |
| GEORGIA. | | | | | | | | | | | | | | | | | | | | | |
| 43 | Athens..... | 0 | 0 | 13 | 0 | 14 | 0 | 27 | 0 | 0 | 0 | 159 | 0 | 3 | 0 | 140 | 0 | | | 300 | 0 |
| 44 | Atlanta..... | 2 | 2 | 4 | 0 | | | 10 | 19 | 49 | 2 | 20 | 0 | | | | | 173 | 352 | 232 | 354 |
| 45 | Bowdon..... | | | 1 | 1 | | | 1 | 1 | | | 43 | 32 | | | | | | | 48 | 32 |

TABLE 8.—Statistics of universities and colleges for men only and for both sexes, for 1890-91—Continued.

| Location. | | Name of school. | | Professors and instructors. | | | | | | Students. | | | | | | | | | | | | | | | | |
|--------------------|------------------------------|-----------------|----|-----------------------------|---|---------------------|---|---------------------------|----|---------------|-----|-------------------------|-----|-----|---------------------|-------|----|----------------------|-----|-------|---------------------------|-----|--------------------|--|--------------------------------------|--|
| | | | | Preparatory department. | | College department. | | Professional departments. | | Total number. | | Preparatory department. | | | College department. | | | Graduate department. | | | Professional departments. | | Other departments. | | Total number (excluding duplicates). | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | | | | | |
| GEORGIA—continued. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 46 | Gainesville | 0 | 1 | 1 | 4 | 0 | 0 | 1 | 5 | (84) | 0 | (75) | 0 | | | | | | | 95 | 64 | | | | | |
| 47 | Macon | 1 | 0 | 8 | 0 | 4 | 0 | 15 | 0 | 51 | 0 | 194 | 0 | | | | 45 | 0 | 31 | 0 | 280 | 0 | | | | |
| 48 | Oxford | 2 | 0 | 13 | 0 | | | 13 | 0 | 82 | 0 | 197 | 0 | 2 | 0 | 0 | 0 | 0 | 188 | 244 | 281 | 0 | | | | |
| 49 | South Atlanta | 4 | 4 | 3 | 1 | 0 | 0 | 7 | 5 | 20 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 209 | 247 | | | | |
| ILLINOIS. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 50 | Abingdon | 8 | 4 | 8 | 4 | 4 | | 8 | 4 | 70 | 76 | 20 | 20 | 453 | 42 | 43 | 1 | 177 | 350 | 90 | 97 | | | | | |
| 51 | Bloomington | 5 | 3 | 7 | 2 | 4 | 0 | 32 | 19 | 129 | 51 | 97 | 47 | 15 | 0 | 20 | 0 | 5 | 0 | 839 | 451 | | | | | |
| 52 | Illinois Wesleyan University | 8 | 0 | 18 | 0 | 2 | 0 | 28 | 0 | 75 | 0 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 63 | 50 | | | | | |
| 53 | Bourbonnais Grove. | 5 | 3 | 6 | 3 | 1 | 0 | 6 | 3 | 47 | 21 | 16 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 93 | 84 | | | | | |
| 54 | Carlinville | 9 | 3 | 5 | 1 | 0 | 0 | 9 | 3 | 64 | 66 | 22 | 13 | 7 | 5 | | | | | 444 | 75 | | | | | |
| 55 | Carthage | 9 | 3 | 5 | 1 | 0 | 0 | 9 | 3 | 64 | 66 | 22 | 13 | 7 | 5 | | | | | 278 | 0 | | | | | |
| 56 | Champaign | 2 | 1 | 34 | 2 | 0 | 0 | 36 | 3 | 112 | 20 | 331 | 53 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | |
| 57 | University of Illinois | 7 | 0 | 9 | 0 | 0 | 0 | 14 | 0 | 27 | 0 | 51 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 119 | 0 | | | | | |
| 58 | St. Ignatius College | 2 | 0 | 9 | 0 | 0 | 0 | 7 | 0 | 11 | 0 | 108 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | |
| 59 | Evangelical Proseminary | 1 | 0 | 6 | 0 | 0 | 0 | 7 | 0 | 11 | 0 | 108 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 207 | 110 | | | | | |
| 60 | Elmhurst | 7 | 1 | 8 | 1 | 2 | 0 | 12 | 5 | 188 | 83 | 75 | 25 | 4 | 1 | 63 | 8 | | | 1,552 | (71) | | | | | |
| 61 | Eureka College | 10 | 3 | 16 | 1 | 94 | 0 | 117 | 7 | 455 | 216 | 204 | 105 | | | 893 | 15 | (71) | | 337 | 337 | | | | | |
| 62 | Northwestern University | 2 | 2 | 2 | 0 | | | 4 | 2 | 88 | 28 | 9 | 1 | 0 | 0 | 0 | 0 | 0 | 7 | 97 | 36 | | | | | |
| 63 | Ewing College | 1 | 2 | 3 | 5 | | | 4 | 4 | 7 | 20 | 34 | 71 | 118 | | 16 | 0 | 29 | 23 | 91 | 152 | | | | | |
| 64 | Northern Illinois College* | 0 | 0 | 2 | 3 | 1 | 0 | 4 | 3 | 45 | 6 | 2 | 4 | | | 0 | 0 | 0 | 0 | 92 | 33 | | | | | |
| 65 | Galesburg | 7 | 6 | 12 | 3 | | | 19 | 9 | 105 | 65 | 122 | 113 | 0 | 0 | 0 | 0 | 0 | 0 | 227 | 178 | | | | | |
| 66 | do | 2 | 3 | 7 | 1 | 4 | 1 | 6 | 3 | (26) | 31 | 38 | 23 | 1 | 0 | 12 | 6 | | | 72 | (26) | | | | | |
| 67 | Lombard University | 8 | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 118 | 0 | 55 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | |
| 68 | Illinois College | 11 | 12 | 15 | 0 | 65 | 0 | 90 | 12 | 103 | 100 | 64 | 39 | 4 | 1 | 1,138 | 3 | 0 | 0 | 1,309 | 143 | | | | | |
| 69 | Lake Forest | 5 | 5 | 5 | 0 | 2 | 0 | 7 | 1 | 52 | 32 | 32 | 15 | 1 | 0 | 34 | 0 | 0 | 0 | 27 | 103 | | | | | |
| 70 | Lebanon | 5 | 0 | 5 | 0 | 2 | 0 | 4 | 2 | 35 | 23 | 31 | 29 | 2 | 0 | 0 | 0 | 0 | 0 | 74 | 74 | | | | | |
| 71 | Mckendree College | 4 | 2 | 3 | 1 | 0 | 0 | 4 | 2 | 35 | 23 | 31 | 29 | 2 | 0 | 0 | 0 | 0 | 0 | 58 | 52 | | | | | |
| 72 | Lincoln University | | | | | | | | | | | | | | | | | | | 0 | 0 | | | | | |

| | | | | | | | | | | | | | | | | | | | | | |
|----------|----------------------------|----|----|----|---|----|---|----|----|-------|-----|-----|-----|---|---|-----|----|-------|-----|-----|-----|
| 69 | Monmouth | 1 | 2 | 8 | 3 | 0 | 0 | 9 | 4 | 55 | 43 | 98 | 60 | 0 | 1 | 0 | 0 | 15 | 39 | 178 | 143 |
| 70 | Naperville | 4 | 2 | 6 | 1 | 4 | 0 | 4 | 4 | 93 | 51 | 33 | 9 | | | 28 | 0 | 54 | 20 | 211 | 70 |
| 71 | Quincy | 16 | 4 | 16 | 4 | 5 | 0 | 21 | 4 | 80 | 41 | 20 | 7 | | | 0 | 0 | 10 | 32 | 110 | 90 |
| 72 | St. Francis College | 16 | 0 | 8 | 0 | 0 | 0 | 14 | 0 | 8 | 0 | 134 | 0 | | | 0 | 0 | 69 | 0 | 250 | 0 |
| 73 | St. Francis College | 13 | 2 | 11 | 0 | 0 | 0 | 23 | 2 | 127 | 29 | 77 | 6 | | | 0 | 0 | 28 | 17 | 260 | 52 |
| 74 | St. Joseph's College | 1 | 0 | 10 | 0 | 0 | 0 | 11 | 0 | 24 | 0 | 76 | 0 | | | 0 | 0 | 63 | 0 | 162 | 84 |
| 75 | St. Joseph's College | 4 | 6 | 6 | 0 | 0 | 0 | 10 | 6 | 135 | 67 | 26 | 15 | | | 0 | 0 | | | 188 | 79 |
| 76 | Upper Merion | 2 | 1 | 3 | 1 | 1 | 1 | 3 | 3 | 58 | 45 | 21 | 11 | | | 0 | 0 | 18 | 23 | 118 | 100 |
| 77 | Westfield College* | 2 | 2 | 7 | 2 | 1 | 1 | 9 | 0 | 59 | 59 | 23 | 14 | | | | | 8 | 27 | 123 | |
| 78 | Wheaton | | | | | | | | | | | | | | | | | | | | |
| INDIANA. | | | | | | | | | | | | | | | | | | | | | |
| 78 | Bloomington | 0 | 0 | 26 | 0 | 2 | 0 | 28 | 0 | 0 | 0 | 233 | 116 | | | 25 | 1 | 0 | 0 | 272 | 122 |
| 79 | Crawfordsville | 3 | 0 | 10 | 0 | 0 | 0 | 13 | 0 | 60 | 0 | 145 | 0 | | | 0 | 0 | 0 | 0 | 239 | 0 |
| 80 | Fort Wayne | | | 7 | 0 | | | | | | | 231 | 0 | | | | | | | 231 | 0 |
| 81 | Franklin College | 3 | 2 | 4 | 2 | 14 | 0 | 21 | 4 | 40 | 45 | 20 | 25 | | | 40 | 5 | 35 | 25 | 100 | 75 |
| 82 | Greencastle | 4 | 1 | 7 | 2 | 10 | 0 | 8 | 3 | 72 | 36 | 61 | 44 | | | 0 | 0 | 14 | 135 | 103 | 346 |
| 83 | De Pauw University | 11 | 3 | 16 | 2 | 10 | 0 | 47 | 15 | 293 | 86 | 203 | 113 | | | 127 | 11 | 14 | 65 | 119 | 45 |
| 84 | Hanover College | 5 | 0 | 12 | 1 | 0 | 0 | 13 | 1 | 37 | 19 | 82 | 23 | | | 0 | 0 | 6 | 14 | 54 | 41 |
| 85 | Hartsville College | 1 | 0 | 3 | 0 | 1 | 0 | 8 | 1 | 33 | 19 | 11 | 8 | | | 0 | 0 | 0 | 0 | 153 | 81 |
| 86 | Harrisonville | 2 | 1 | 9 | 1 | 0 | 0 | 11 | 2 | 65 | 33 | 75 | 46 | | | 0 | 0 | 0 | 0 | 132 | 53 |
| 87 | Irrington | 3 | 2 | 4 | 3 | 1 | 0 | 8 | 3 | 74 | 36 | 23 | 11 | | | 13 | 6 | 0 | 0 | 80 | 84 |
| 88 | Merom | 4 | 2 | 5 | 3 | 0 | 0 | 6 | 5 | 21 | 20 | 24 | 18 | | | 0 | 0 | 34 | 45 | 80 | 0 |
| 89 | Moore's Hill College | 20 | 0 | 38 | 0 | 12 | 0 | 70 | 0 | 400 | 0 | 175 | 0 | | | 33 | 0 | 0 | 0 | 619 | 0 |
| 90 | Notre Dame | 4 | 2 | 8 | 2 | 1 | 0 | 10 | 3 | 34 | 38 | 71 | 52 | | | 14 | 5 | 0 | 0 | 117 | 93 |
| 91 | Richmond | 4 | 2 | 8 | 2 | 1 | 0 | 10 | 3 | 34 | 38 | 71 | 52 | | | 14 | 5 | 0 | 0 | 150 | 75 |
| 92 | Ridgeville College | 4 | 3 | 4 | 3 | 0 | 0 | 4 | 3 | (164) | | | (6) | | | | | (55) | | 162 | 0 |
| | St. Meinrad | | | 14 | 0 | 8 | 0 | 22 | 0 | 39 | 0 | 78 | 0 | | | 45 | 0 | | | | |
| IOWA. | | | | | | | | | | | | | | | | | | | | | |
| 93 | Cedar Rapids | 4 | 3 | 4 | 3 | 0 | 0 | 4 | 3 | 29 | 23 | 33 | 34 | | | 0 | 0 | 79 | 82 | 62 | 57 |
| 94 | College Springs | 1 | 1 | 4 | 1 | 0 | 0 | 7 | 5 | 60 | 68 | 16 | 15 | | | 0 | 0 | 0 | 0 | 155 | 165 |
| 95 | Davenport | 6 | 15 | 4 | 0 | 3 | 0 | 13 | 15 | 51 | 84 | 6 | 0 | | | 1 | 3 | 0 | 0 | 60 | 85 |
| 96 | Decorah | 7 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 139 | 0 | 67 | 0 | | | 0 | 0 | 0 | 0 | 206 | 0 |
| 97 | Des Moines | 0 | 2 | 6 | 1 | 0 | 0 | 6 | 3 | 79 | 65 | 26 | 16 | | | 0 | 0 | 0 | 0 | 105 | 81 |
| 98 | Des Moines College | 4 | 2 | 10 | 1 | 26 | 1 | 44 | 8 | 196 | 134 | 85 | 52 | | | 135 | 9 | 76 | 154 | 486 | 351 |
| 99 | Drake University | 7 | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 45 | 26 | 63 | 37 | | | 0 | 0 | 2 | 20 | 110 | 83 |
| 100 | Parsons College | 8 | 2 | 5 | 1 | 0 | 0 | 20 | 3 | 137 | 70 | 86 | 28 | | | 0 | 0 | 79 | 72 | 305 | 171 |
| 101 | Fayette | 2 | 2 | 13 | 1 | 0 | 0 | 18 | 5 | 101 | 48 | 137 | 100 | | | a1 | 0 | 15 | 54 | 253 | 202 |
| 102 | Grimell | 7 | 2 | 7 | 2 | 0 | 0 | 37 | 27 | 24 | 29 | 50 | 33 | | | 0 | 0 | 60 | 66 | 180 | 174 |
| 103 | Iowa City | 3 | 4 | 3 | 0 | 0 | 0 | 6 | 8 | 70 | 75 | 37 | 1 | | | 0 | 0 | 0 | 0 | 62 | 56 |
| 104 | Indianola | 0 | 0 | 25 | 6 | 43 | 0 | 68 | 6 | 0 | 0 | 236 | 106 | | | 531 | 21 | 0 | 0 | 738 | 152 |
| 105 | State University of Iowa | 1 | 0 | 2 | 1 | 0 | 0 | 1 | 0 | 16 | 2 | 8 | 2 | | | 0 | 0 | 38 | 32 | 76 | 36 |
| 106 | Mount Pleasant | 2 | 1 | 8 | 2 | 1 | 0 | 12 | 5 | 115 | 89 | 59 | 40 | | | 0 | 0 | 7 | 58 | 182 | 146 |
| 107 | Iowa Wesleyan University | 4 | 5 | 13 | 2 | 0 | 0 | 17 | 7 | 165 | 252 | 161 | 100 | | | 0 | 0 | 0 | 0 | 316 | 352 |
| 108 | Cornell College | 4 | 2 | 4 | 2 | 0 | 0 | 6 | 4 | 36 | 34 | 18 | 9 | | | 0 | 0 | (155) | | 97 | 85 |
| 109 | Oskaloosa College | 4 | 2 | 4 | 2 | 0 | 0 | 6 | 4 | 54 | 46 | 56 | 45 | | | 2 | 0 | 3 | 43 | 112 | 66 |
| 110 | Pella | 1 | 0 | 5 | 2 | 0 | 0 | 5 | 3 | 74 | 53 | 7 | 13 | | | | | | | 81 | |
| | Central University of Iowa | 4 | 3 | 5 | 2 | 0 | 0 | 5 | 3 | | | | | | | | | | | | |

d Includes 1 nonresident.
e Includes 2 nonresidents.

b Removed to Charles City, Iowa.
c Includes 12 nonresidents.

* Statistics of 1889-90.
a Nonresident.

| | | | | | | | | | | | | | | | | | | | | | |
|--|------------------|----|---|----|---|----|---|----|----|-----|----|-----|-----|-----|---|-----|---|---|---|-----|-----|
| 132 | Bowling Green | 1 | 0 | 4 | 0 | 0 | 0 | 5 | 0 | 60 | 0 | 53 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 113 | 0 |
| 133 | Danville | 3 | 0 | 10 | 0 | 0 | 0 | 11 | 0 | 85 | 0 | 155 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 240 | 0 |
| 134 | Emmence | 0 | 1 | 4 | 3 | 0 | 0 | 4 | 4 | 7 | 8 | 23 | 49 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 57 |
| 135 | Farmdale | 5 | 0 | 7 | 0 | 0 | 0 | 7 | 0 | 27 | 0 | 52 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 79 | 0 |
| 136 | Georgetown | 2 | 0 | 6 | 0 | 0 | 0 | 8 | 0 | 42 | 1 | 98 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 140 | 1 |
| 137 | Hopkinsville | 0 | 2 | 5 | 4 | 0 | 0 | 5 | 4 | 17 | 18 | 40 | 35 | 1 | 0 | 0 | 0 | 0 | 0 | 58 | 53 |
| 138 | Lancaster | 0 | 1 | 4 | 3 | 0 | 0 | 4 | 4 | 19 | 20 | 27 | 60 | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 80 |
| 139 | Lexington | 3 | 0 | 8 | 0 | 3 | 0 | 14 | 0 | 57 | 0 | 187 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 385 | 44 |
| 140 | Richmond | 4 | 0 | 9 | 0 | 19 | 0 | 36 | 0 | 90 | 3 | 110 | 3 | 4 | 0 | 200 | 0 | 0 | 0 | 404 | 6 |
| 141 | Russellville | 5 | 0 | 5 | 0 | 0 | 0 | 10 | 0 | 50 | 0 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 180 | 0 |
| 142 | St. Mary's | 5 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 75 | 0 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 0 |
| 143 | Winchester | 5 | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 75 | 0 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 122 | 0 |
| LOUISIANA. | | | | | | | | | | | | | | | | | | | | | |
| 144 | Baton Rouge | 2 | 0 | 11 | 0 | 0 | 0 | 13 | 0 | 85 | 0 | 72 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 157 | 0 |
| Louisiana State University and Agricultural and Mechanical College.* | | | | | | | | | | | | | | | | | | | | | |
| 145 | Convent | 3 | 0 | 8 | 0 | 0 | 0 | 11 | 0 | 18 | 0 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 53 | 0 |
| 146 | Grand Coteau | 2 | 0 | 12 | 0 | 0 | 0 | 14 | 0 | 15 | 0 | 98 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 113 | 0 |
| 147 | Jackson | 1 | 1 | 7 | 1 | 0 | 0 | 8 | 2 | 60 | 0 | 78 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 138 | 0 |
| 148 | Keatchie | 0 | 2 | 4 | 2 | 0 | 0 | 4 | 7 | 40 | 45 | 56 | 45 | 0 | 0 | 0 | 0 | 0 | 0 | 96 | 90 |
| Keatchie Male and Female College. | | | | | | | | | | | | | | | | | | | | | |
| 149 | New Orleans | 5 | 0 | 11 | 0 | 0 | 0 | 16 | 0 | 198 | 0 | 312 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 520 | 0 |
| College of the Immaculate Conception. | | | | | | | | | | | | | | | | | | | | | |
| 150 | do | 2 | 4 | 4 | 3 | 0 | 0 | 6 | 7 | 16 | 5 | 2 | 1 | 0 | 0 | 14 | 0 | 0 | 0 | 125 | 138 |
| 151 | do | 4 | 4 | 5 | 4 | 0 | 0 | 18 | 9 | 13 | 4 | 6 | 4 | 0 | 0 | 35 | 0 | 0 | 0 | 395 | 157 |
| 152 | do | 3 | 3 | 3 | 3 | 1 | 0 | 4 | 11 | 12 | 15 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 403 | 139 |
| 153 | do | 9 | 3 | 22 | 0 | 35 | 0 | 66 | 9 | 159 | 59 | 94 | 119 | 5 | 1 | 464 | 0 | 0 | 0 | 272 | 395 |
| Tulane University of Louisiana. | | | | | | | | | | | | | | | | | | | | | |
| MAINE. | | | | | | | | | | | | | | | | | | | | | |
| 154 | Brunswick | 0 | 0 | 16 | 0 | 11 | 0 | 26 | 0 | 0 | 0 | 185 | 0 | 0 | 0 | 82 | 0 | 0 | 0 | 207 | 0 |
| 155 | Lewiston | 0 | 0 | 9 | 0 | 5 | 0 | 14 | 0 | 0 | 0 | 112 | 37 | 0 | 0 | 20 | 0 | 0 | 0 | 132 | 37 |
| 156 | Waterville | 0 | 0 | 12 | 0 | 0 | 0 | 12 | 0 | 0 | 0 | 141 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 141 | 35 |
| Bowdoin College. | | | | | | | | | | | | | | | | | | | | | |
| Bates College. | | | | | | | | | | | | | | | | | | | | | |
| Colby University. | | | | | | | | | | | | | | | | | | | | | |
| MARYLAND. | | | | | | | | | | | | | | | | | | | | | |
| 157 | Annapolis | 5 | 0 | 9 | 0 | 0 | 0 | 13 | 0 | 53 | 0 | 63 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 124 | 0 |
| 158 | Baltimore | 0 | 0 | 66 | 0 | 0 | 0 | 66 | 0 | 0 | 0 | 132 | 0 | 276 | 0 | 43 | 0 | 0 | 0 | 498 | 0 |
| 159 | do | 0 | 0 | 11 | 0 | 0 | 0 | 11 | 0 | 0 | 0 | 108 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 108 | 0 |
| 160 | do | 2 | 3 | 3 | 1 | 3 | 0 | 4 | 3 | 35 | 15 | 4 | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 52 | 100 |
| 161 | Chestertown | 5 | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 35 | 0 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 79 | 0 |
| 162 | Ellicott City | 7 | 0 | 8 | 0 | 0 | 0 | 13 | 0 | 115 | 0 | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 147 | 0 |
| 163 | do | 10 | 0 | 13 | 0 | 0 | 0 | 16 | 0 | 99 | 0 | 145 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 244 | 0 |
| 164 | Mount St. Mary's | 3 | 0 | 9 | 0 | 0 | 0 | 12 | 0 | 62 | 0 | 66 | 0 | 0 | 0 | 23 | 0 | 0 | 0 | 203 | 0 |
| 165 | New Windsor | 5 | 8 | 5 | 8 | 0 | 0 | 5 | 8 | 25 | 12 | 40 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 66 | 37 |
| New Windsor College and Windsor Female College. | | | | | | | | | | | | | | | | | | | | | |
| 166 | Westminster | 3 | 1 | 8 | 6 | 0 | 0 | 8 | 6 | 46 | 29 | 73 | 94 | 0 | 0 | 0 | 0 | 0 | 0 | 119 | 193 |
| Western Maryland College. | | | | | | | | | | | | | | | | | | | | | |

c College department closed in 1891.

b Includes 6 nonresidents.

a Includes 5 nonresidents.

* Statistics of 1889-90.

TABLE 8.—Statistics of universities and colleges for men only and for both sexes, for 1890-91—Continued.

| Location. | Name of school. | Professors and instructors. | | | | | | Students. | | | | | | | | | | Total number (excluding duplicates). | | | | |
|----------------|---------------------------|-----------------------------|---------|---------------------|---------|---------------------------|---------|---------------|---------|-------------------------|---------|---------------------|---------|----------------------|---------|---------------------------|---------|--------------------------------------|---------|--------------------|-------|---|
| | | Preparatory department. | | College department. | | Professional departments. | | Total number. | | Preparatory department. | | College department. | | Graduate department. | | Professional departments. | | | | Other departments. | | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| MASSACHUSETTS. | | | | | | | | | | | | | | | | | | | | | | |
| 167 | Amherst | 0 | 0 | 29 | 0 | 0 | 0 | 29 | 0 | 0 | 0 | 347 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 352 | 0 |
| 168 | Boston | 10 | 0 | 6 | 0 | 0 | 0 | 16 | 0 | 223 | 0 | 111 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 354 | 0 |
| 169 | Boston | 0 | 0 | 24 | 1 | 76 | 2 | 115 | 3 | 0 | 0 | 121 | 205 | 74 | 25 | 387 | 59 | 166 | 1 | 730 | 290 | |
| 170 | Cambridge | 0 | 0 | 111 | 0 | 120 | 0 | 243 | 0 | 0 | 0 | 1,339 | 0 | 125 | 0 | 692 | 0 | 115 | 0 | 2,271 | 0 | |
| 171 | Springfield | 7 | 2 | 7 | 2 | 0 | 0 | 7 | 2 | 40 | 0 | 6 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 52 | 0 | |
| 172 | Tufts College | 0 | 0 | 16 | 0 | 6 | 0 | 22 | 0 | 0 | 0 | 129 | 0 | 0 | 0 | 35 | 0 | 0 | 0 | 155 | 0 | |
| 173 | Williamstown | 0 | 0 | 24 | 0 | 0 | 0 | 24 | 0 | 0 | 0 | 303 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 311 | 0 | |
| 174 | Worcester | 0 | 0 | 0 | 0 | 0 | 0 | 70 | 0 | 0 | 0 | 0 | 0 | 70 | 0 | 0 | 0 | 0 | 0 | 70 | 0 | |
| 175 | College of the Holy Cross | 14 | 0 | 16 | 0 | 0 | 0 | 17 | 0 | 129 | 0 | 163 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 292 | 0 | |
| MICHIGAN. | | | | | | | | | | | | | | | | | | | | | | |
| 176 | Adrian College | 5 | 3 | 7 | 1 | 4 | 0 | 8 | 4 | 59 | 26 | 44 | 30 | 0 | 1 | 39 | 0 | 33 | 0 | 115 | 90 | |
| 177 | Albion College | 1 | 2 | 10 | 1 | 0 | 0 | 14 | 11 | 108 | 59 | 83 | 154 | 0 | 0 | 0 | 0 | 57 | 163 | 252 | 277 | |
| 178 | Alma College | 6 | 2 | 6 | 2 | 0 | 0 | 6 | 6 | 62 | 37 | 12 | 13 | 0 | 0 | 0 | 0 | 6 | 83 | 80 | 133 | |
| 179 | Ann Arbor | 0 | 0 | 75 | 1 | 50 | 1 | 125 | 2 | 97 | 85 | 205 | 145 | 668 | 222 | 1,161 | 89 | 0 | 0 | 1,975 | 1,445 | |
| 180 | Battle Creek | 1 | 3 | 9 | 4 | 0 | 0 | 10 | 7 | 29 | 41 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 302 | 230 | |
| 181 | Benzonia College | 4 | 1 | 4 | 1 | 0 | 0 | 4 | 1 | 148 | 0 | 51 | 0 | 0 | 0 | 0 | 0 | 82 | 0 | 31 | 44 | |
| 182 | Detroit College | 8 | 0 | 9 | 0 | 0 | 0 | 17 | 0 | 89 | 80 | 96 | 96 | 0 | 0 | 40 | 6 | 0 | 0 | 235 | 182 | |
| 183 | Hillsdale College | 7 | 6 | 9 | 2 | 4 | 0 | 20 | 8 | 83 | 21 | 43 | 1 | 0 | 0 | 8 | 0 | 25 | 79 | 161 | 101 | |
| 184 | Holland | 3 | 1 | 7 | 0 | 2 | 0 | 12 | 1 | 84 | 24 | 43 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 47 | 35 | |
| 185 | Kalamazoo | 3 | 2 | 5 | 1 | 0 | 0 | 6 | 2 | 41 | 24 | 6 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 213 | 160 | |
| 186 | Olivet College | 5 | 3 | 8 | 2 | 0 | 0 | 12 | 5 | 101 | 48 | 114 | 59 | 1 | 5 | 0 | 0 | 2 | 48 | 0 | 0 | |
| MINNESOTA. | | | | | | | | | | | | | | | | | | | | | | |
| 187 | Collegeville | 4 | 0 | 23 | 0 | 4 | 0 | 27 | 0 | 40 | 0 | 130 | 0 | 0 | 0 | 18 | 0 | 0 | 0 | 188 | 0 | |
| 188 | Hamline University | 9 | 1 | 12 | 1 | 0 | 0 | 12 | 1 | 93 | 90 | 38 | 50 | 0 | 0 | 1 | 0 | 1 | 20 | 132 | 160 | |

| | | | | | | | | | | | | | | | | | | | | | | |
|--------------|----------------|-------------------------------------|----|---|----|----|---|----|---|-----|----|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|
| 189 | Minneapolis | Augsburg Seminary | 6 | 0 | 6 | 0 | 4 | 0 | 0 | 10 | 0 | 55 | 0 | 50 | 0 | 28 | 17 | 72 | 0 | 136 | 30 | 178 |
| 190 | do | University of Minnesota | 0 | 0 | 0 | 27 | 3 | 80 | 0 | 111 | 4 | 0 | 0 | 0 | 330 | 208 | 0 | 357 | 17 | 44 | 31 | 277 |
| 191 | New Ulm | Dr. Martin Luther College | 4 | 0 | 6 | 0 | 0 | 3 | 0 | 13 | 0 | 16 | 0 | 14 | 0 | 0 | 0 | 17 | 0 | 5 | 67 | 191 |
| 192 | Northfield | Carleton College | 9 | 4 | 12 | 5 | 0 | 0 | 0 | 17 | 9 | 79 | 73 | 37 | 52 | 2 | 0 | 0 | 0 | 0 | 1 | 193 |
| 193 | do | St. Olaf College | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 0 | 89 | 38 | 20 | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 162 |
| 194 | St. Paul | Macalester College * | 10 | 0 | 10 | 0 | 0 | 0 | 0 | 10 | 0 | 55 | 0 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 188 |
| 195 | St. Paul Park | St. Paul's College | 3 | 0 | 3 | 0 | 1 | 0 | 0 | 8 | 0 | 21 | 26 | 12 | 12 | 0 | 0 | 12 | 0 | 34 | 30 | 192 |
| 196 | St. Peter | Gustavus Adolphus College | 10 | 1 | 10 | 1 | 0 | 0 | 0 | 14 | 3 | 113 | 32 | 41 | 2 | 0 | 0 | 0 | 0 | 67 | 34 | 221 |
| 197 | Winnebago City | Parker College | 1 | 3 | 2 | 3 | 0 | 0 | 0 | 2 | 4 | 13 | 6 | 9 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 232 |
| MISSISSIPPI. | | | | | | | | | | | | | | | | | | | | | | |
| 198 | Clinton | Mississippi College | 2 | 0 | 6 | 0 | 0 | 0 | 0 | 8 | 0 | 185 | 0 | 65 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 250 |
| 199 | Daleville | Cooper Normal College | 1 | 1 | 4 | 1 | 0 | 0 | 0 | 5 | 2 | 30 | 40 | 50 | 60 | 0 | 0 | 0 | 0 | 0 | 0 | 100 |
| 200 | Harperville | Hunt and Huddleston College | 0 | 2 | 5 | 2 | 0 | 0 | 0 | 5 | 4 | 20 | 22 | 50 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 79 |
| 201 | Holly Springs | Rust University | 4 | 4 | 4 | 4 | 1 | 2 | 0 | 4 | 15 | 11 | 4 | 4 | 0 | 0 | 0 | 24 | 0 | 82 | 122 | 156 |
| 202 | University | University of Mississippi | 0 | 0 | 14 | 1 | 1 | 5 | 0 | 19 | 1 | 53 | 1 | 131 | 12 | 16 | 4 | 23 | 0 | 0 | 0 | 223 |
| MISSOURI. | | | | | | | | | | | | | | | | | | | | | | |
| 203 | Bolivar | Southwest Baptist College | 0 | 1 | 4 | 1 | 1 | 0 | 0 | 4 | 2 | 7 | 8 | 45 | 40 | 0 | 0 | 6 | 0 | 0 | 0 | 53 |
| 204 | Bowling Green | Pike College | 0 | 1 | 3 | 2 | 0 | 0 | 0 | 3 | 0 | 12 | 11 | 58 | 54 | 0 | 0 | 0 | 0 | 0 | 0 | 70 |
| 205 | Canton | Christian University | 0 | 1 | 3 | 2 | 1 | 0 | 4 | 3 | 2 | 21 | 12 | 18 | 29 | 0 | 0 | 20 | 0 | 0 | 0 | 80 |
| 206 | Cape Girardeau | St. Vincent's College | 9 | 0 | 8 | 0 | 2 | 0 | 0 | 13 | 0 | 48 | 0 | 52 | 0 | 0 | 0 | 35 | 0 | 0 | 0 | 135 |
| 207 | Carthage | Carthage Collegiate Institute | 3 | 2 | 3 | 2 | 2 | 0 | 0 | 4 | 3 | 21 | 26 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 15 | 26 |
| 208 | Columbia | University of the State of Missouri | 28 | 2 | 28 | 2 | 0 | 0 | 0 | 34 | 2 | 113 | 17 | 159 | 35 | 1 | 1 | 94 | 0 | 97 | 45 | 469 |
| 209 | Edinburg | Grand River College | 2 | 1 | 1 | 1 | 0 | 0 | 0 | 3 | 2 | 30 | 31 | 19 | 20 | 0 | 1 | 0 | 0 | 0 | 0 | 49 |
| 210 | Payette | Central College | 6 | 0 | 6 | 0 | 0 | 0 | 0 | 8 | 0 | 108 | 0 | 48 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 154 |
| 211 | Pullton | Westminster College | 1 | 0 | 8 | 0 | 0 | 0 | 0 | 9 | 6 | 49 | 0 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 108 |
| 212 | Glasgow | Pritchett School Institute | 5 | 2 | 5 | 2 | 0 | 0 | 0 | 5 | 2 | 20 | 12 | 16 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 33 |
| 213 | Greenfield | Ozark College | 0 | 2 | 3 | 3 | 0 | 0 | 0 | 3 | 5 | 46 | 54 | 39 | 46 | 0 | 0 | 0 | 0 | 0 | 0 | 85 |
| 214 | Harris | Missouri College | 3 | 1 | 4 | 1 | 0 | 0 | 0 | 4 | 2 | 22 | 33 | 57 | 35 | 0 | 0 | 0 | 14 | 23 | 93 | 91 |
| 215 | La Belle | Western College | 1 | 1 | 4 | 1 | 0 | 0 | 0 | 5 | 1 | 12 | 10 | 30 | 42 | 0 | 0 | 0 | 3 | 27 | 45 | 79 |
| 216 | La Grange | La Grange College | 3 | 0 | 7 | 3 | 0 | 0 | 0 | 7 | 5 | 0 | 0 | 70 | 56 | 0 | 0 | 0 | 2 | 14 | 72 | 70 |
| 217 | Liberty | William Jewell College | 12 | 2 | 12 | 2 | 0 | 0 | 0 | 12 | 2 | 118 | 74 | 114 | 0 | 3 | 0 | 0 | 8 | 16 | 265 | 0 |
| 218 | Marshall | Missouri Valley College | 12 | 2 | 12 | 2 | 0 | 0 | 0 | 19 | 2 | 116 | 74 | 114 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 143 |
| 219 | Morrisville | Norrisville College | 1 | 1 | 3 | 1 | 0 | 0 | 0 | 4 | 2 | 29 | 27 | 42 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 171 |
| 220 | Neosho | Scarritt Collegiate Institute* | 2 | 2 | 4 | 6 | 0 | 0 | 0 | 6 | 6 | 65 | 70 | 35 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 100 |
| 221 | Parkville | Park College | 1 | 4 | 6 | 1 | 0 | 0 | 0 | 7 | 5 | 85 | 63 | 77 | 75 | 0 | 0 | 0 | 0 | 0 | 0 | 162 |
| 222 | St. Louis | College of the Christian Brothers. | 8 | 0 | 10 | 0 | 0 | 0 | 0 | 24 | 0 | 208 | 0 | 40 | 0 | 0 | 0 | 0 | 124 | 0 | 0 | 372 |
| 223 | do | St. Louis University | 9 | 0 | 8 | 0 | 0 | 0 | 0 | 25 | 0 | 215 | 0 | 83 | 0 | 0 | 0 | 0 | 120 | 0 | 0 | 458 |
| 224 | do | Washington University | 29 | 0 | 29 | 0 | 0 | 11 | 0 | 52 | 3 | 10 | 11 | 92 | 15 | 1 | 81 | 0 | 163 | 164 | 337 | 180 |
| 225 | Shelbina | Shelbina Collegiate Institute* | 0 | 1 | 2 | 2 | 0 | 0 | 0 | 3 | 3 | 10 | 11 | 40 | 55 | 0 | 0 | 0 | 0 | 0 | 50 | 66 |
| 226 | Springfield | Drury College | 8 | 3 | 7 | 1 | 0 | 0 | 0 | 9 | 3 | 136 | 104 | 31 | 13 | 0 | 0 | 0 | 0 | 0 | 167 | 117 |
| 227 | Tarkio | Tarkio College | 5 | 5 | 5 | 5 | 1 | 0 | 0 | 5 | 5 | 16 | 36 | 18 | 11 | 0 | 0 | 0 | 34 | 73 | 63 | 120 |
| 228 | Trenton | Avalon College | 6 | 4 | 6 | 4 | 0 | 0 | 0 | 6 | 4 | 106 | 94 | 38 | 42 | 0 | 0 | 0 | 0 | 0 | 144 | 136 |
| 229 | Warrenton | Central Wesleyan College | 3 | 0 | 0 | 0 | 2 | 0 | 0 | 11 | 1 | 120 | 47 | 29 | 8 | 0 | 31 | 0 | 0 | 21 | 189 | 76 |

b Includes 34 nonresidents.

c Discontinued.

a Nonresidents.

d Includes 2 nonresidents.

* Statistics of 1889-90.

c Includes 13 nonresidents.

| NEW YORK. | | 6 | 3 | 8 | 3 | 4 | 0 | 12 | 6 | 111 | 100 | 51 | 40 | 4 | 2 | 6 | 1 | --- | --- | 172 | 143 |
|-----------------|------------------------------------|----|---|----|---|-----|-----|-----|---|-----|-----|-------|-----|-----|-----|-------|-----|-----|-----|-------|-----|
| 246 | Alfred Centre | 6 | 3 | 8 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 247 | Allegany | 9 | 0 | 10 | 0 | 6 | 0 | 17 | 0 | 75 | 0 | 61 | 0 | 0 | 0 | 35 | 0 | 0 | 0 | 173 | 0 |
| 248 | St. Stephen's College | 3 | 0 | 6 | 0 | 0 | 0 | 7 | 0 | 24 | 0 | 57 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 249 | Annadale | 25 | 2 | 15 | 0 | 0 | 0 | 40 | 2 | 539 | 0 | 195 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 794 | 0 |
| Brooklyn. | | | | | | | | | | | | | | | | | | | | | |
| 250 | St. Francis College* | 4 | 0 | 6 | 0 | 0 | 0 | 22 | 0 | 23 | 0 | 22 | 0 | 0 | 0 | 0 | 0 | 196 | 0 | 255 | 0 |
| 251 | do. | 10 | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 75 | 0 | 75 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 150 | 0 |
| 252 | St. John's College* | 2 | 0 | 10 | 0 | 0 | 0 | 23 | 0 | 35 | 0 | 162 | 0 | 0 | 0 | 0 | 0 | 120 | 0 | 317 | 0 |
| 253 | Canisius College | 0 | 0 | 7 | 0 | 5 | 0 | 12 | 0 | 0 | 0 | 55 | 28 | 0 | 0 | 29 | 2 | 0 | 0 | 84 | 30 |
| 254 | St. Lawrence University | 0 | 0 | 14 | 0 | 0 | 0 | 14 | 0 | 0 | 0 | 149 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 151 | 0 |
| 255 | Hamilton College | 13 | 0 | 13 | 0 | 0 | 0 | 25 | 0 | 245 | 0 | 102 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 351 | 0 |
| 256 | Fordham | 0 | 0 | 13 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 65 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 66 | 0 |
| 257 | St. John's College | 0 | 0 | 13 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 135 | 0 | 0 | 0 | 50 | 0 | 0 | 0 | 185 | 0 |
| 258 | Geneva | 0 | 0 | 13 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 135 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 185 | 0 |
| 259 | Colgate University | 0 | 0 | 15 | 0 | 6 | 0 | 18 | 0 | 0 | 0 | 1,015 | 151 | 100 | 13 | 122 | 0 | 0 | 0 | 1,297 | 154 |
| 259 | Ithaca | 3 | 1 | 4 | 4 | 0 | 0 | 7 | 5 | 95 | 57 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,297 | 154 |
| 260 | Cornell University | 8 | 0 | 13 | 0 | 0 | 0 | 21 | 0 | 172 | 0 | 317 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 489 | 57 |
| 260 | Kenka College | 13 | 0 | 29 | 0 | 0 | 0 | 42 | 0 | 534 | 0 | 557 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,121 | 0 |
| 261 | College of the City of New York | 0 | 0 | 52 | 0 | 114 | 0 | 220 | 0 | 0 | 0 | 272 | 8 | 87 | 0 | 1,150 | 9 | 474 | 0 | 1,748 | 8 |
| 262 | Columbia College | 8 | 0 | 10 | 0 | 0 | 0 | 18 | 0 | 198 | 0 | 119 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 317 | 0 |
| 263 | Manhattan College* | 0 | 0 | 24 | 0 | 65 | 0 | 89 | 0 | 0 | 0 | 125 | 0 | 105 | 4 | 880 | 0 | 105 | 125 | 1,200 | 130 |
| 264 | University of the City of New York | 9 | 0 | 8 | 0 | 9 | 0 | 15 | 0 | 154 | 0 | 184 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 294 | 0 |
| 265 | Niagara University | 0 | 0 | 15 | 0 | 0 | 0 | 15 | 0 | 0 | 0 | 184 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 191 | 0 |
| 266 | University of Rochester | 0 | 0 | 15 | 0 | 0 | 0 | 15 | 0 | 0 | 0 | 184 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 135 | 0 |
| 267 | Union University | 0 | 0 | 14 | 0 | 25 | 0 | 45 | 4 | 0 | 0 | 219 | 119 | 21 | 23 | 43 | 8 | 40 | 220 | 429 | 355 |
| 268 | Syracuse University | 0 | 0 | 14 | 0 | 25 | 0 | 45 | 4 | 0 | 0 | 219 | 119 | 21 | 23 | 43 | 8 | 40 | 220 | 429 | 355 |
| NORTH CAROLINA. | | | | | | | | | | | | | | | | | | | | | |
| 269 | Chapel Hill | 0 | 0 | 16 | 0 | 2 | 0 | 18 | 0 | 0 | 0 | 140 | 0 | 3 | 0 | 45 | 0 | --- | --- | 197 | 0 |
| 270 | Charlotte | 3 | 0 | 6 | 0 | 5 | 0 | 11 | 0 | 131 | 0 | 51 | 0 | 0 | 0 | 15 | 0 | --- | --- | 197 | 0 |
| 271 | Davidson | 0 | 0 | 9 | 0 | 0 | 0 | 5 | 0 | 83 | 62 | 113 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 124 | 0 |
| 272 | Guilford College | 5 | 5 | 5 | 0 | 0 | 0 | 5 | 5 | 83 | 62 | 40 | 30 | 1 | 0 | 0 | 0 | 0 | 0 | 124 | 85 |
| 273 | Guilford College | 2 | 0 | 4 | 0 | 0 | 0 | 6 | 4 | 59 | 0 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 79 | 0 |
| 274 | Mr. Pleasant | 0 | 0 | 4 | 1 | 0 | 0 | 6 | 4 | 59 | 56 | 9 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 79 | 0 |
| 275 | Newton | 6 | 4 | 3 | 0 | 0 | 0 | 6 | 4 | 59 | 56 | 9 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 135 | 57 |
| 276 | Raleigh | 0 | 5 | 3 | 0 | 9 | 0 | 18 | 5 | 36 | 25 | 8 | 0 | 0 | 0 | 102 | 0 | 96 | 162 | 243 | 187 |
| 276 | Rutherford College | 1 | 1 | 4 | 0 | 1 | 0 | 5 | 1 | 50 | 10 | 200 | 55 | 0 | 0 | 43 | 8 | 16 | 17 | 293 | 73 |
| 277 | Salisbury | 1 | 1 | 3 | 4 | 0 | 0 | 5 | 3 | 87 | 87 | 18 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 121 | 106 |
| 278 | Livingstone College* | 2 | 0 | 11 | 0 | 1 | 0 | 14 | 0 | 53 | 0 | 112 | 0 | 0 | 0 | 21 | 0 | 0 | 0 | 175 | 0 |
| 279 | Trinity College | 0 | 0 | 12 | 0 | 0 | 0 | 12 | 0 | 0 | 0 | 211 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 211 | 0 |
| 279 | Wake Forest College | 0 | 0 | 12 | 0 | 0 | 0 | 12 | 0 | 0 | 0 | 211 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 211 | 0 |
| NORTH DAKOTA. | | | | | | | | | | | | | | | | | | | | | |
| 280 | Fargo College | 3 | 2 | 4 | 2 | --- | --- | 5 | 2 | 30 | 25 | 4 | 7 | --- | --- | --- | --- | --- | --- | 24 | 33 |
| 281 | Rolla University | 2 | 0 | 1 | 0 | 1 | 0 | 4 | 0 | 15 | 3 | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 19 | 3 |
| 282 | University of North Dakota | 5 | 2 | 8 | 1 | 0 | 0 | 9 | 1 | 72 | 57 | 15 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 87 | 63 |

a Nonresident.

* Statistics of 1889-90.

| | | 3 | 2 | 1 | | | 5 | 3 | (46) | (11) | | | | (32) | 45 | 44 |
|------------|--|----|----|----|----|----|----|----|------|------|-----|-----|----|------|-----|-----|
| 355 | Redfield College..... | 13 | 6 | 12 | 1 | 1 | 13 | 6 | 105 | 75 | 52 | 23 | 0 | 0 | 216 | 155 |
| 356 | Vermilion..... | 9 | 2 | 3 | 0 | 0 | 9 | 3 | 73 | 43 | 14 | 13 | 0 | 0 | 94 | 83 |
| 357 | Yankton College..... | | | | | | | | | | | | | | | |
| TENNESSEE. | | | | | | | | | | | | | | | | |
| 368 | Bristol..... | 4 | 0 | 5 | 0 | 0 | 5 | 0 | 55 | 0 | 47 | 0 | | | 96 | 0 |
| 369 | Chattanooga..... | 12 | 6 | 12 | 6 | 31 | 43 | 6 | 277 | 142 | 52 | 20 | 6 | 117 | 439 | 163 |
| 370 | Clarksville..... | 1 | 0 | 8 | 0 | 4 | 9 | 0 | 12 | 0 | 94 | 0 | 9 | 10 | 116 | 0 |
| | University.* | | | | | | | | | | | | | | | |
| 371 | Decherd..... | 0 | 1 | 3 | 4 | | 3 | 5 | (40) | 200 | 95 | | | | 300 | 95 |
| 372 | Hawessee College..... | 2 | 0 | 5 | 0 | 0 | 5 | 0 | 50 | 9 | 171 | 0 | 1 | 0 | 71 | 0 |
| 373 | Johnson Baptist Uni- versity..... | 2 | 0 | 5 | 0 | 0 | 8 | 0 | | | 37 | 2 | 1 | 0 | 214 | 13 |
| 374 | Knoxville..... | 2 | 10 | 3 | 10 | 0 | 3 | 10 | 45 | 27 | 14 | 1 | 0 | 0 | 59 | 28 |
| 375 | do..... | 8 | 0 | 18 | 0 | 2 | 20 | 0 | 12 | 0 | 199 | 0 | 4 | 0 | 229 | 0 |
| 376 | Lebanon..... | 2 | 0 | 4 | 0 | 8 | 14 | 0 | 80 | 0 | 94 | 0 | 7 | 0 | 275 | 0 |
| 377 | McKenzie..... | 3 | 1 | 4 | 0 | 0 | 5 | 1 | 120 | 110 | 30 | 15 | | | 150 | 125 |
| 378 | Maryville..... | 6 | 2 | 8 | 2 | 0 | 11 | 3 | 132 | 87 | 62 | 54 | | | 194 | 141 |
| 379 | Memphis..... | 5 | 0 | 10 | 0 | 0 | 21 | 0 | 138 | 0 | 80 | 0 | | | 250 | 0 |
| 380 | Milligan..... | 2 | 1 | 4 | 1 | 0 | 6 | 2 | 49 | 23 | 74 | 27 | 0 | 0 | 123 | 50 |
| 381 | Mossy Creek..... | 1 | 1 | 7 | 1 | | 8 | 3 | 66 | 54 | 129 | 73 | | | 195 | 127 |
| 382 | Nashville..... | 2 | 1 | 4 | 0 | 21 | 27 | 1 | 36 | 14 | 8 | 1 | | | 171 | 15 |
| 383 | do..... | 4 | 11 | 5 | 2 | 1 | 6 | 17 | 62 | 6 | 40 | 11 | 0 | 0 | 231 | 298 |
| 384 | do..... | 4 | 4 | 4 | 1 | | 5 | 4 | 18 | 6 | 17 | 1 | 0 | 0 | 21 | 0 |
| 385 | Pikeville..... | 0 | 0 | 21 | 0 | 46 | 0 | 0 | 56 | 50 | 24 | 23 | 27 | 1 | 521 | 0 |
| 386 | Sevier..... | 2 | 1 | 2 | 0 | | 2 | 1 | 56 | 50 | 24 | 23 | | | 651 | 39 |
| 387 | Spencer..... | 5 | 0 | 12 | 0 | 6 | 21 | 0 | 92 | 0 | 131 | 0 | 3 | 0 | 248 | 0 |
| 388 | Sweetwater..... | 1 | 1 | 1 | 1 | 1 | 5 | 2 | 37 | 24 | 54 | 48 | 0 | 0 | 107 | 77 |
| 389 | Sweetwater College..... | 3 | 3 | 3 | 1 | | 3 | 3 | 20 | 0 | 125 | 0 | | | 145 | 0 |
| 390 | Tusculum..... | 5 | 1 | 5 | 1 | | 5 | 1 | 104 | 42 | 25 | 12 | | | 129 | 51 |
| | Greeneville and Tusculum College..... | | | | | | | | | | | | | | | |
| 391 | Washington College..... | 0 | 2 | 3 | 1 | | 3 | 3 | 60 | 59 | 22 | 20 | | | 82 | 79 |
| TEXAS. | | | | | | | | | | | | | | | | |
| 392 | Austin..... | 0 | 0 | 15 | 1 | 2 | 17 | 1 | 0 | 0 | 151 | 55 | 1 | 0 | 228 | 55 |
| 393 | Brownwood..... | 2 | 1 | 7 | 2 | 1 | 9 | 3 | 95 | 105 | 30 | 18 | | | 125 | 123 |
| 394 | Port Worth..... | 4 | 5 | 3 | 3 | | 7 | 8 | 80 | 75 | 28 | 19 | | | 108 | 94 |
| 395 | Galveston..... | 2 | 0 | 5 | 0 | | 7 | 0 | 35 | 0 | 90 | 0 | | | 125 | 195 |
| 396 | Georgetown..... | 3 | 2 | 7 | 0 | | 10 | 7 | 188 | 71 | 130 | 105 | | | 318 | 0 |
| 397 | Italy..... | 0 | 1 | 3 | 1 | | 3 | 2 | 30 | 35 | 47 | 53 | | | 100 | 97 |
| 398 | Marshall..... | 5 | 5 | | | 1 | 6 | 5 | 142 | 195 | | | | | 142 | 195 |
| 399 | Sherman..... | 2 | 3 | 4 | 0 | 0 | 6 | 0 | 69 | 0 | 62 | | 0 | 0 | 123 | 0 |
| 400 | Thurman..... | 2 | 3 | 5 | 0 | 2 | 7 | 5 | 125 | 75 | 37 | 38 | | | 167 | 116 |
| 401 | Thorpe's Spring..... | 1 | 3 | 8 | 0 | 2 | 9 | 5 | 125 | 25 | 175 | 125 | 2 | 1 | 219 | 153 |
| 402 | Waco..... | 1 | 3 | 6 | 0 | 0 | 20 | 6 | 125 | 79 | 322 | 167 | 0 | 0 | 417 | 240 |
| 403 | do..... | 2 | 3 | 3 | 3 | 1 | 3 | 4 | 13 | 12 | 4 | 7 | 0 | 0 | 96 | 106 |

a Name changed to South Carolina College.

* Statistics of 1889-90.

TABLE 8.—Statistics of universities and colleges for men only and for both sexes, for 1890-91—Continued.

| Location. | Name of school. | Professors and Instructors. | | | | | | Students. | | | | | | | | | | | | | |
|----------------|-----------------------|-----------------------------|---------|---------------------|---------|---------------------------|---------|---------------|---------|-------------------------|---------|---------------------|---------|----------------------|---------|---------------------------|---------|--------------------|---------|--------------------------------------|-----|
| | | Preparatory department. | | College department. | | Professional departments. | | Total number. | | Preparatory department. | | College department. | | Graduate department. | | Professional departments. | | Other departments. | | Total number (excluding duplicates). | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| UTAH. | | | | | | | | | | | | | | | | | | | | | |
| 404 | Salt Lake City | 9 | 0 | 8 | 0 | | | 18 | 2 | 47 | 48 | 13 | 4 | | | | | 121 | 102 | 181 | 154 |
| VERMONT. | | | | | | | | | | | | | | | | | | | | | |
| 405 | Burlington | 0 | 0 | 23 | 0 | 20 | 0 | 41 | 0 | 0 | 0 | 153 | 28 | 0 | 0 | 203 | 0 | | | 356 | 28 |
| 406 | Middlebury | 0 | 0 | 9 | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 42 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 16 |
| VIRGINIA. | | | | | | | | | | | | | | | | | | | | | |
| 407 | Ashland | 8 | 2 | 17 | 0 | | | 25 | 2 | 138 | 0 | 159 | 0 | | | | | | | 297 | 0 |
| 408 | Charlottesville | 0 | 0 | 22 | 0 | 14 | 0 | 35 | 0 | 0 | 0 | 253 | 0 | 0 | 0 | 238 | 0 | | | 479 | 0 |
| 409 | Emory | 2 | 0 | 8 | 0 | 0 | 0 | 10 | 0 | 33 | 0 | 109 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 133 | 0 |
| 410 | Hamden Sidney | 0 | 0 | 7 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 145 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 147 | 0 |
| 411 | Lexington | 0 | 0 | 14 | 0 | 2 | 0 | 16 | 0 | 0 | 0 | 172 | 0 | 3 | 0 | 55 | 0 | | | 230 | 0 |
| 412 | Richmond | 0 | 0 | 9 | 0 | 1 | 0 | 10 | 0 | 0 | 0 | 163 | 0 | 0 | 0 | 14 | 0 | 0 | 0 | 177 | 0 |
| 413 | Salem | 10 | 0 | 10 | 0 | 0 | 0 | 11 | 0 | 24 | 0 | 87 | 0 | 1 | 0 | 0 | 0 | 18 | 0 | 130 | 0 |
| WASHINGTON. | | | | | | | | | | | | | | | | | | | | | |
| 414 | Colfax College | 2 | 3 | 2 | 3 | | | 2 | 3 | 5 | 6 | 6 | 8 | | | | | | | 11 | 14 |
| 415 | Seattle | 3 | 2 | 3 | 3 | | | 6 | 5 | 89 | 87 | 15 | 12 | | | | | 36 | 74 | 140 | 173 |
| 416 | Vancouver | 2 | 0 | 1 | 0 | 1 | 0 | 5 | 0 | 85 | 0 | 6 | 0 | | | 4 | 0 | 43 | 0 | 138 | 0 |
| 417 | Walla Walla | 5 | 3 | 4 | 3 | | | 6 | 5 | 74 | 35 | 15 | 11 | | | | | 3 | 42 | 92 | 88 |
| WEST VIRGINIA. | | | | | | | | | | | | | | | | | | | | | |
| 418 | Bethany | | | 9 | 1 | | | 9 | 1 | | | 123 | 50 | 2 | 0 | | | | | 135 | 50 |

| | | | | | | | | | | | | | | | | | | | | | |
|--------------------------|-------------------|-----|-----|----|---|-----|-----|----|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 419 | Flemington | 3 | 1 | 3 | 0 | 1 | 0 | 4 | 1 | 33 | 6 | 3 | 1 | 0 | 0 | 1 | 0 | --- | --- | 37 | 7 |
| 420 | Morgantown | 4 | 0 | 12 | 0 | 2 | 0 | 19 | 0 | 107 | 0 | 80 | 6 | --- | --- | 25 | 0 | --- | --- | 199 | 6 |
| WISCONSIN. | | | | | | | | | | | | | | | | | | | | | |
| 421 | Appleton | 10 | 4 | 10 | 4 | 0 | 0 | 10 | 4 | 59 | 33 | 37 | 28 | --- | 0 | 2 | --- | --- | --- | 96 | 63 |
| 422 | Beloit | 10 | 0 | 15 | 0 | 0 | 0 | 18 | 0 | 231 | 0 | 132 | 0 | --- | 0 | --- | --- | --- | --- | 344 | 0 |
| 423 | Franklin | 7 | 0 | 7 | 0 | 3 | 0 | 15 | 0 | 31 | 0 | 49 | 0 | --- | 0 | 0 | --- | --- | --- | 102 | 0 |
| 424 | Madison | 0 | 0 | 53 | 6 | 17 | 0 | 56 | 6 | 0 | 0 | 457 | 162 | --- | 630 | 624 | --- | 89 | 0 | 746 | 230 |
| 425 | Milton | 4 | 3 | 5 | 1 | --- | --- | 5 | 3 | 60 | 50 | 35 | 30 | --- | --- | --- | --- | --- | --- | 95 | 80 |
| 426 | Milwaukee | 1 | 0 | 11 | 0 | --- | --- | 12 | 0 | 24 | 0 | 208 | 0 | --- | --- | --- | --- | --- | --- | 232 | 0 |
| 427 | Ripon | 8 | 4 | 8 | 4 | --- | --- | 5 | 4 | 63 | 63 | 21 | 14 | --- | --- | --- | --- | 15 | --- | 87 | 92 |
| 428 | St. Francis | --- | --- | 6 | 0 | 5 | 0 | 11 | 0 | --- | --- | 140 | 0 | --- | --- | 120 | 0 | --- | --- | 200 | 0 |
| Sates. | | | | | | | | | | | | | | | | | | | | | |
| 429 | Watertown | 3 | 1 | 5 | 0 | 0 | 0 | 8 | 0 | 60 | 0 | 48 | 0 | --- | --- | --- | --- | 60 | 17 | 168 | 17 |
| NORTHWESTERN UNIVERSITY. | | | | | | | | | | | | | | | | | | | | | |
| WYOMING. | | | | | | | | | | | | | | | | | | | | | |
| 430 | Laramie | 6 | 1 | 7 | 1 | --- | --- | 13 | 2 | 21 | 18 | 5 | 8 | --- | 0 | 0 | 0 | 11 | 12 | 37 | 38 |
| UNIVERSITY OF WYOMING. | | | | | | | | | | | | | | | | | | | | | |

c Includes 13 nonresidents.

d Includes 17 nonresidents.

a Name changed to University of Utah.

TABLE 9.—DIVISION A.—Statistics of colleges for women for 1890-91.

| Location. | | Name of school. | | Professors and instructors. | | | | | | Students. | | | | | | | | |
|-----------|--------------------------|-----------------|----|-----------------------------|----|------------------------|---------|---------------|-----|-------------------------|------------------------|----------------------|--------------------|---------------|-------------------------------------|---------|---------------|-----------------------------|
| | | | | Preparatory department. | | Collegiate department. | | Total number. | | Preparatory department. | Collegiate department. | Graduate department. | Other departments. | Total number. | Number pursuing courses leading to— | | | Special or partial courses. |
| | | | | | | Male. | Female. | | | | | | | | Male. | Female. | A. B. degree. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | | |
| 1 | CALIFORNIA. | | | | | | | | | | | | | | | | | |
| | Mills College | 2 | 13 | 3 | 12 | 5 | 20 | 172 | 11 | 1 | 0 | 184 | 2 | 0 | 5 | 0 | | |
| | MARYLAND. | | | | | | | | | | | | | | | | | |
| 2 | Baltimore | 10 | 17 | 12 | 11 | 14 | 18 | 285 | 75 | 0 | 0 | 300 | | 0 | 0 | | | |
| 3 | MASSACHUSETTS. | | | | | | | | | | | | | | | | | |
| | Cambridge | 0 | 0 | 63 | 0 | 63 | 0 | 0 | 174 | | | 174 | 50 | | | | | |
| 4 | Northampton | 0 | 0 | 10 | 19 | 19 | 21 | 0 | 486 | 4 | 61 | 551 | 257 | 20 | 172 | 37 | | |
| 5 | South Hadley | 0 | 0 | 0 | 32 | 0 | 32 | 0 | 85 | | 204 | 289 | 38 | 31 | 16 | | | |
| 6 | Wellesley | 0 | 0 | 7 | 75 | 7 | 75 | 0 | 693 | 10 | 0 | 703 | 301 | 297 | 0 | 95 | | |
| 7 | NEW JERSEY. | | | | | | | | | | | | | | | | | |
| | Princeton | | 3 | 23 | 1 | 24 | 7 | 18 | 22 | | 3 | 43 | 7 | | | 15 | | |
| 8 | NEW YORK. | | | | | | | | | | | | | | | | | |
| | Aurora | | | 4 | 10 | 4 | 10 | 16 | 43 | 0 | 23 | 82 | 27 | 2 | 3 | 11 | | |
| 9 | Elmira | 0 | 7 | 3 | 8 | 8 | 11 | 70 | 78 | 2 | 67 | 217 | 52 | 12 | 0 | | | |
| 10 | Ingham University* | 0 | 5 | 0 | 11 | 0 | 16 | 86 | 20 | | | 106 | | | | | | |
| 11 | New York | 0 | 0 | 18 | 1 | 18 | 1 | 0 | 40 | 12 | | 62 | 16 | 0 | 0 | 24 | | |
| 12 | do. | 0 | 4 | 4 | 10 | 4 | 14 | 28 | 43 | 0 | 0 | 71 | 11 | 0 | 11 | 18 | | |
| 13 | Poughkeepsie | 0 | 0 | 7 | 16 | 10 | 20 | 0 | 282 | 1 | 46 | 329 | 282 | 0 | 0 | | | |
| 14 | OHIO. | | | | | | | | | | | | | | | | | |
| | Cleveland | 0 | 0 | 11 | 3 | 11 | 3 | 0 | 45 | 0 | 0 | 45 | 17 | | | | | |
| 15 | PENNSYLVANIA. | | | | | | | | | | | | | | | | | |
| | Bryn Mawr | 0 | 0 | 16 | 8 | 16 | 8 | 0 | 127 | 11 | 0 | 138 | 122 | 0 | 0 | 5 | | |

* Statistics of 1890-90.

TABLE 9.—DIVISION B.—Statistics of colleges for women for 1890-91.

| Location. | Name of school. | Professors and instructors. | | Students. | | | | | | | | | | | | | | Number of graduates in 1890-91. | | | |
|--------------|-----------------|-----------------------------|---------|-----------|---------------------|-------------------------|----------------------|------------------------|----------------------|--------------------|---------------|------------------------------|---------------|----------------|------------------|----------------------|--------|---------------------------------|----|--|--|
| | | Male. | Female. | Total. | Primary department. | Preparatory department. | Academic department. | Collegiate department. | Graduate department. | Other departments. | Total number. | Pursuing courses leading to— | | | | | Music. | | | | |
| | | | | | | | | | | | | A. B. degree. | B. S. degree. | Ph. B. degree. | M. E. L. degree. | Other first degrees. | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | |
| ALABAMA. | | | | | | | | | | | | | | | | | | | | | |
| 1 | Athens..... | 1 | 9 | 10 | 28 | 15 | 14 | 130 | | | 173 | 12 | | | 118 | | 80 | 30 | 21 | | |
| 2 | Huntsville..... | 1 | 14 | 15 | 12 | 25 | 20 | 197 | 6 | | 254 | 92 | | | 46 | 30 | 223 | 74 | 38 | | |
| 3 | do..... | 1 | 4 | 5 | 20 | 20 | 20 | 20 | | | 40 | | | | | | | | 3 | | |
| 4 | Marion..... | 1 | 12 | 13 | 12 | 29 | | 141 | 3 | | 185 | | | | | | 121 | 29 | 17 | | |
| 5 | do..... | 1 | 7 | 8 | | | | | | | 110 | | | | | | | | 19 | | |
| 6 | Tuscaloosa..... | 1 | 5 | 6 | 35 | | 40 | 75 | | | 150 | 3 | | | 5 | | 52 | 20 | 10 | | |
| 7 | do..... | 0 | 8 | 8 | 28 | 0 | 48 | 105 | 0 | 39 | 220 | | | | | | | | 22 | | |
| 8 | Tuskegee..... | 2 | 10 | 12 | 20 | 40 | 20 | 90 | | | 170 | | 0 | 0 | | 0 | 90 | 30 | 45 | | |
| CALIFORNIA. | | | | | | | | | | | | | | | | | | | | | |
| 9 | San Jose..... | 0 | 20 | 20 | 22 | 28 | 32 | 15 | 2 | | 100 | 5 | 4 | 4 | 3 | | 84 | 58 | 9 | | |
| 10 | Santa Rosa..... | 0 | 6 | 6 | 10 | 10 | 20 | 4 | | | 44 | | | | | | 14 | 20 | 1 | | |
| CONNECTICUT. | | | | | | | | | | | | | | | | | | | | | |
| 11 | Waterbury..... | | | | 60 | 48 | 38 | 14 | | | 160 | | | | | | 60 | | 4 | | |
| GEORGIA. | | | | | | | | | | | | | | | | | | | | | |
| 12 | Athens..... | 1 | 10 | 11 | 2 | | 12 | 111 | | | 125 | | | | | | 99 | 31 | 12 | | |
| 13 | Cumtort..... | 2 | 10 | 12 | | 54 | | 124 | | | 178 | 92 | | | 32 | | | | 2 | | |
| 14 | Dalton..... | 2 | 8 | 10 | 10 | 50 | | 70 | | | 120 | 60 | | | 10 | | 40 | 8 | 12 | | |
| 15 | Forsyth..... | 2 | 8 | 10 | 10 | 50 | | 45 | | | 95 | 40 | 5 | | | | 20 | 15 | 8 | | |
| 16 | La Grange..... | 5 | 11 | 16 | | 52 | 47 | 163 | 8 | 3 | 230 | | | | | | 182 | 43 | 22 | | |
| 17 | do..... | 5 | 20 | 25 | | | | | | | | | | | | | 228 | 71 | 16 | | |

* Statistics of 1889-90.

TABLE 9.—DIVISION B.—Statistics of colleges for women for 1890-91—Continued.

| Location. | Name of school. | Professors and instructors. | | | Students. | | | | | | | | | | | | | | | Number of graduates in 1890-91. | |
|--------------------|-----------------|-----------------------------|---------|--------|---------------------|-------------------------|----------------------|------------------------|----------------------|--------------------|---------------|------------------------------|---------------|----------------|------------------|----------------------|--------|------|----|---------------------------------|--|
| | | Male. | Female. | Total. | Primary department. | Preparatory department. | Academic department. | Collegiate department. | Graduate department. | Other departments. | Total number. | Pursuing courses leading to— | | | | | Music. | Art. | | | |
| | | | | | | | | | | | | A. B. degree. | B. S. degree. | Ph. B. degree. | M. E. L. degree. | Other first degrees. | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | |
| GEORGIA—continued. | | | | | | | | | | | | | | | | | | | | | |
| 18 | Macon | 7 | 10 | 17 | | | | 306 | | | 306 | 200 | | | | 12 | 175 | 80 | 58 | | |
| 19 | Marietta | 3 | 5 | 8 | 31 | 20 | 42 | 48 | | | 141 | 48 | | | | | 30 | 30 | 5 | | |
| 20 | Rome | 4 | 13 | 17 | | 51 | | 169 | 1 | | 221 | | | | | | 110 | 30 | 8 | | |
| 21 | Thomasville | 1 | 3 | 4 | 36 | | | 77 | 5 | | 118 | 50 | | | | | 22 | | | | |
| ILLINOIS. | | | | | | | | | | | | | | | | | | | | | |
| 22 | Chicago | 2 | 16 | 18 | | | | | | | 140 | 0 | 0 | 0 | 0 | 6 | 80 | 24 | 6 | | |
| 23 | Jacksonville | 6 | 8 | 14 | | | | 46 | | 78 | 150 | | | | | | 65 | 17 | 14 | | |
| 24 | do | 3 | 16 | 19 | | 10 | | 80 | | 17 | 107 | | | | | | | | | | |
| 25 | Knoxville | 2 | 6 | 8 | 6 | 40 | 70 | 7 | | | 123 | 7 | 0 | 0 | 0 | 0 | 81 | 21 | 7 | | |
| 26 | Rockford | 0 | 20 | 20 | | 70 | 50 | 30 | 1 | 34 | 135 | 15 | | | | | 113 | 13 | 7 | | |
| KANSAS. | | | | | | | | | | | | | | | | | | | | | |
| 27 | Oswego | 0 | 9 | 9 | 6 | 5 | | 20 | | 26 | 57 | | | | | | 31 | 21 | 2 | | |
| 28 | Topeka | 0 | 14 | 14 | 20 | 21 | | 97 | | 37 | 175 | 30 | | | | | 105 | 27 | 4 | | |
| KENTUCKY. | | | | | | | | | | | | | | | | | | | | | |
| 29 | Bowling Green | 3 | 14 | 17 | | | 10 | 205 | | | 215 | 156 | | | | | 126 | 46 | 3 | | |
| 30 | Clinton | 0 | 8 | 8 | | 200 | | 25 | | | 225 | | | | | | 5 | | 5 | | |
| 31 | Danville | 4 | 8 | 12 | | 45 | | 101 | | | 146 | 80 | 0 | 0 | 0 | 0 | 49 | 5 | 4 | | |
| 32 | Georgetown | 4 | 8 | 12 | | 40 | | 87 | | | 127 | 4 | 10 | | | | 40 | 27 | 7 | | |
| 33 | Glasgow | 2 | 6 | 8 | | | | | | | 116 | | | | | | | | 7 | | |
| 34 | Glendale | 2 | 5 | 7 | | 10 | 20 | 30 | | | 69 | | | | | | 45 | 48 | 4 | | |
| 35 | Harrodsburg | 3 | 8 | 11 | | 30 | | 100 | | | 130 | | | | | | 40 | | 6 | | |
| 36 | Lexington | 5 | 11 | 16 | 20 | 20 | | 145 | | 5 | 190 | | | | | | 105 | 29 | 13 | | |

| | | | | | | | | | | | | | | | | | | |
|----------------|--------------------|---|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 37 | do | 2 | 13 | 15 | 114 | 34 | 143 | 1 | 14 | 205 | 143 | --- | --- | --- | --- | 49 | 23 | 18 |
| 38 | Millersburg | 3 | 12 | 15 | 61 | 46 | 95 | 1 | --- | 293 | 19 | --- | 76 | --- | --- | 117 | 26 | 9 |
| 39 | Nicholasville | 0 | 10 | 10 | 20 | 25 | 46 | 2 | 44 | 165 | --- | --- | --- | --- | --- | 63 | 24 | 16 |
| 40 | Owensboro | 3 | 5 | 8 | --- | --- | --- | --- | --- | 58 | --- | --- | --- | --- | --- | 40 | 18 | --- |
| 41 | Pewee Valley | 1 | 8 | 9 | 27 | 18 | 35 | 8 | 6 | 87 | 18 | 24 | 21 | --- | --- | 31 | 15 | 5 |
| 42 | Russellville | 1 | 8 | 9 | 42 | 38 | 73 | 7 | 23 | 176 | --- | --- | --- | --- | --- | 67 | 22 | --- |
| 43 | Shelbyville | 0 | 6 | 6 | --- | --- | --- | --- | --- | 72 | 10 | --- | 12 | --- | --- | 20 | 4 | 6 |
| 44 | Stanford | 1 | 5 | 6 | --- | 20 | 40 | 22 | 82 | 82 | 10 | --- | 12 | --- | --- | 20 | 4 | 3 |
| 45 | Winchester | 1 | 6 | 7 | 30 | 40 | 20 | 29 | 119 | 119 | 1 | --- | 15 | --- | --- | 40 | 10 | 4 |
| 46 | Woodburn | 0 | 12 | 12 | --- | --- | --- | --- | --- | 51 | --- | --- | --- | --- | --- | --- | --- | 7 |
| LOUISIANA. | | | | | | | | | | | | | | | | | | |
| 47 | Clinton | 2 | 6 | 8 | 20 | 23 | --- | 83 | --- | 135 | 6 | 20 | 10 | --- | --- | 48 | 6 | 5 |
| 48 | Mansfield | 2 | 7 | 9 | --- | 20 | 25 | 55 | --- | 100 | --- | --- | --- | --- | --- | --- | --- | 12 |
| MAINE. | | | | | | | | | | | | | | | | | | |
| 49 | Deering | 4 | 5 | 9 | --- | --- | 70 | 80 | --- | 150 | --- | --- | --- | --- | --- | --- | --- | 22 |
| 50 | Kents Hill | 9 | 4 | 13 | --- | 72 | 248 | 15 | --- | 335 | 15 | --- | --- | --- | 25 | 110 | 39 | 45 |
| MARYLAND. | | | | | | | | | | | | | | | | | | |
| 51 | Frederick | 1 | 8 | 9 | --- | 22 | --- | 82 | --- | 104 | --- | --- | 9 | --- | --- | 42 | 24 | 9 |
| 52 | Lutherville | 5 | 6 | 11 | --- | --- | --- | 87 | 5 | 13 | 105 | --- | --- | --- | --- | 93 | 35 | 19 |
| MASSACHUSETTS. | | | | | | | | | | | | | | | | | | |
| 53 | Auburndale | 9 | 22 | 31 | 0 | 16 | --- | 53 | 1 | 92 | 162 | --- | --- | --- | --- | 110 | 14 | 14 |
| 54 | Albert Lea | 1 | 8 | 9 | --- | 24 | --- | 21 | --- | 45 | 3 | 18 | --- | --- | --- | 24 | --- | 4 |
| MISSISSIPPI. | | | | | | | | | | | | | | | | | | |
| 55 | Blue Mountain | 6 | 12 | 18 | 25 | 20 | --- | 150 | 8 | 203 | 40 | --- | 100 | --- | --- | 116 | 17 | 5 |
| 56 | Brookhaven | 3 | 5 | 8 | 4 | 16 | --- | 121 | --- | 141 | 0 | --- | 0 | 20 | --- | 93 | 13 | 20 |
| 57 | Clinton | 2 | 7 | 9 | 21 | 15 | 25 | 56 | 6 | 335 | 64 | 44 | --- | --- | --- | 38 | 26 | 11 |
| 58 | Columbus | 1 | 16 | 17 | --- | --- | 248 | 108 | --- | 355 | --- | --- | --- | --- | --- | 137 | 151 | 10 |
| 59 | Corinth | 0 | 7 | 7 | 35 | 30 | 35 | 8 | --- | 108 | --- | --- | --- | --- | --- | 30 | 28 | 3 |
| 60 | Meridian | 1 | 8 | 9 | 27 | 16 | --- | 82 | --- | 135 | 7 | --- | 63 | --- | --- | 44 | 16 | 7 |
| 61 | Oxford | 1 | 5 | 6 | --- | --- | --- | --- | --- | 75 | --- | --- | 0 | 0 | --- | 30 | 32 | 4 |
| 62 | Pontotoc | 2 | 4 | 6 | --- | 30 | --- | 24 | --- | 54 | --- | --- | --- | --- | --- | 40 | 16 | 5 |
| 63 | Port Gibson | 1 | 5 | 6 | 20 | 25 | --- | 55 | --- | 100 | 20 | --- | 35 | --- | --- | 39 | 17 | 8 |
| 64 | Shuqualak | 1 | 6 | 7 | 16 | 20 | --- | 64 | --- | 100 | --- | --- | 64 | --- | --- | 30 | 17 | 9 |
| 65 | Starkville | 1 | 7 | 8 | 30 | 30 | 50 | --- | --- | 130 | --- | --- | --- | --- | --- | 20 | 21 | 9 |
| 66 | Lea Female College | 1 | 4 | 5 | --- | 10 | 10 | 47 | --- | 57 | 0 | 0 | 0 | 30 | 0 | 2 | 0 | 3 |

a Name changed to Rockford College.

* Statistics of 1889-90.

TABLE 9.—DIVISION B.—Statistics of colleges for women for 1890-91—Continued.

| Location. | Name of school. | Professors and instructors. | | | Students. | | | | | | | | | | | | | | | Number of graduates in 1890-91. | |
|--|---|-----------------------------|---------|--------|---------------------|-------------------------|----------------------|------------------------|----------------------|--------------------|---------------|------------------------------|----------------|------------------|----------------------|-----|--------|------|----|---------------------------------|--|
| | | Male. | Female. | Total. | Primary department. | Preparatory department. | Academic department. | Collegiate department. | Graduate department. | Other departments. | Total number. | Pursuing courses leading to— | | | | | Music. | Art. | | | |
| | | | | | | | | | | | | A. B. degree. | Ph. B. degree. | M. E. L. degree. | Other first degrees. | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | |
| MISSOURI. | Columbia..... | 4 | 6 | 10 | 33 | 21 | — | 92 | — | — | 146 | 25 | 15 | — | 40 | — | 86 | 20 | 9 | | |
| | St. Stephens College..... | 5 | 8 | 13 | 28 | 23 | — | 100 | — | — | 128 | 25 | 15 | — | — | — | 75 | 23 | 12 | | |
| | Fayette..... | 3 | 9 | 12 | 24 | 25 | 45 | 70 | 2 | 20 | 187 | 8 | — | — | 3 | — | 74 | 25 | 8 | | |
| | Fulton..... | 2 | 8 | 10 | 24 | 20 | — | 96 | — | — | 140 | 60 | — | — | — | — | 82 | 33 | 11 | | |
| | Independence..... | 0 | 9 | 9 | 44 | 15 | — | 21 | — | — | 80 | — | — | — | — | — | 32 | 6 | — | | |
| | Kansas City Ladies' College..... | 0 | 9 | 9 | — | — | — | — | — | — | 30 | — | — | — | — | — | — | — | — | | |
| | Jennings..... | 3 | 6 | 9 | 20 | — | 40 | 45 | 2 | — | 107 | — | — | — | — | — | 45 | 34 | 6 | | |
| | Lexington..... | 3 | 6 | 9 | 20 | — | 40 | 45 | 2 | — | 107 | — | — | — | — | — | 45 | 34 | 6 | | |
| | St. Louis Seminary..... | 3 | 6 | 9 | 20 | — | 40 | 45 | 2 | — | 107 | — | — | — | — | — | 45 | 34 | 6 | | |
| | Central Female College..... | 4 | 12 | 16 | 10 | 12 | 30 | 108 | 3 | — | 163 | — | — | 2 | — | 90 | 87 | 20 | 8 | | |
| do..... | 4 | 8 | 12 | — | — | — | — | — | — | 91 | — | — | — | — | — | — | — | — | | | |
| Elizabeth Ann Female Seminary..... | 8 | 6 | 14 | — | 53 | — | — | 110 | — | 163 | 110 | 0 | 0 | 0 | 0 | 110 | 23 | 1 | | | |
| Mexico..... | 8 | 6 | 14 | — | — | — | — | — | — | 163 | 110 | 0 | 0 | 0 | 0 | — | — | — | — | | |
| St. Charles..... | 0 | 11 | 11 | — | — | — | 11 | 59 | — | 16 | 86 | — | — | — | — | — | — | — | 9 | | |
| Lindenwood College for Young Ladies..... | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | | |
| NEW HAMPSHIRE. | | | | | | | | | | | | | | | | | | | | | |
| Tilton..... | New Hampshire Conference Seminary and Female College. | 4 | 5 | 9 | — | — | — | — | — | — | 130 | — | — | — | 3 | 3 | 28 | 13 | 30 | | |
| NEW JERSEY. | | | | | | | | | | | | | | | | | | | | | |
| Bordentown..... | Bordentown Female College..... | 5 | 6 | 11 | — | — | 29 | — | — | — | 29 | 0 | 0 | 0 | 0 | 0 | 26 | 5 | — | | |
| NEW YORK. | | | | | | | | | | | | | | | | | | | | | |
| Brooklyn..... | Packer Collegiate Institute..... | 5 | 45 | 50 | 51 | 307 | 293 | 133 | 12 | — | 796 | 0 | 0 | 0 | 0 | 0 | 796 | 60 | 30 | | |
| NORTH CAROLINA. | | | | | | | | | | | | | | | | | | | | | |
| Asheville..... | Asheville Female College..... | 3 | 7 | 10 | — | 24 | — | 122 | — | — | 146 | 56 | 50 | — | — | — | 118 | 15 | 3 | | |

[illegible]

* Statistics of 1889-90.

TABLE 9.—DIVISION B.—Statistics of colleges for women for 1890-91—Continued.

| Professors and instructors. | | Students. | | | | | | | | | | Number of graduates in 1890-91. | | | | | | | |
|-----------------------------|----------------------|-----------|---------|--------|---------------------|-------------------------|----------------------|------------------------|----------------------|--------------------|---------------|---------------------------------|---------------|----------------|------------------|----------------------|--------|------|----|
| Location. | Name of school. | | | | Primary department. | Preparatory department. | Academic department. | Collegiate department. | Graduate department. | Other departments. | Total number. | Pursuing courses leading to— | | | | | Musie. | Art. | |
| | | Male. | Female. | Total. | | | | | | | | A. B. degree. | B. S. degree. | Ph. B. degree. | M. E. L. degree. | Other first degrees. | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| TENNESSEE—continued. | | | | | | | | | | | | | | | | | | | |
| 121 | McMinnville..... | 2 | 3 | 5 | | 43 | | | | | 118 | 50 | 20 | | | | | | 15 |
| 122 | Murfreesboro..... | 3 | 7 | 10 | | 30 | | | | | 210 | | | | | | 195 | 53 | 8 |
| 123 | Nashville..... | 9 | 18 | 27 | | | | | | | 413 | | | | | | 182 | 60 | 25 |
| 124 | do..... | 0 | 18 | 18 | | 60 | 72 | 143 | 10 | | 325 | | | | | | 82 | 16 | 11 |
| 125 | Pulaski..... | 1 | 8 | 9 | | 13 | 19 | 20 | 44 | 5 | 101 | | | | | | 60 | 34 | 3 |
| 126 | Rogersville..... | 2 | 11 | 13 | | 30 | 24 | 121 | | | 185 | | | | | | 37 | 20 | 6 |
| 127 | Shelbyville..... | | | | | 55 | | 40 | | | 125 | 4 | | 6 | | | 30 | 14 | 10 |
| 128 | Somerville..... | 2 | 2 | 4 | | 50 | | 57 | | | 107 | | | | | | 30 | 14 | 3 |
| 129 | Winchester..... | 2 | 8 | 10 | | 19 | | 43 | | 19 | 81 | 43 | | | | | 23 | 18 | |
| TEXAS. | | | | | | | | | | | | | | | | | | | |
| 130 | Belton..... | 4 | 16 | 20 | 10 | 40 | 117 | 130 | 3 | | 300 | 30 | 100 | | | | 258 | 57 | 11 |
| 131 | Chappell Hill..... | 3 | 6 | 9 | 28 | | 21 | 59 | | | 108 | 34 | | 25 | | | 52 | 16 | 9 |
| 132 | Waco..... | 2 | 12 | 14 | | 43 | 51 | 92 | | | 186 | | | | | | | | 22 |
| VIRGINIA. | | | | | | | | | | | | | | | | | | | |
| 133 | Abingdon..... | 3 | 14 | 17 | 19 | 15 | 52 | 75 | | | 161 | 40 | 25 | | 10 | | 132 | 18 | 8 |
| 134 | do..... | 1 | 8 | 9 | 20 | | 9 | 50 | | | 79 | 1 | 1 | | | | 35 | 9 | 0 |
| 135 | Charlottesville..... | 2 | 4 | 6 | | | | 55 | | | 55 | | | | | 5 | 38 | 10 | 3 |
| 136 | Christiansburg..... | 2 | 5 | 7 | | 35 | | 54 | | | 79 | | | | | | | | 6 |
| 137 | Danville..... | 3 | 7 | 10 | 42 | | | 86 | | 22 | 150 | 0 | 0 | 0 | 0 | 86 | 95 | 37 | 11 |
| 138 | do..... | 3 | 5 | 8 | | 18 | | 57 | 2 | 8 | 85 | 0 | 0 | 0 | 0 | | 66 | 30 | 8 |
| 139 | Glade Spring..... | 2 | 17 | 19 | | | | | | | 172 | | | | | | 180 | 22 | 0 |
| 140 | Hollins..... | 8 | 13 | 21 | | 17 | | 200 | | | 217 | | | | | | 198 | 55 | 17 |
| 141 | Marion..... | 0 | 10 | 10 | | 30 | 30 | 43 | 4 | | 107 | | | | | | 29 | 13 | 5 |

| | | | | | | | | | | | |
|-----|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 142 | Norfolk..... | 3 | 20 | 23 | 35 | 85 | 230 | 350 | 100 | 18 | 18 |
| 143 | Petersburg..... | 3 | 9 | 12 | 12 | --- | 75 | 87 | 20 | 3 | 1 |
| 144 | Southern Female College..... | 8 | 14 | 22 | --- | --- | --- | 173 | 35 | 22 | 5 |
| 145 | Richmond..... | 4 | 7 | 11 | --- | --- | 70 | 70 | 62 | 45 | 4 |
| 146 | Staunton..... | 2 | 11 | 13 | 5 | --- | 25 | 123 | 130 | 40 | 12 |
| 147 | do..... | 6 | 12 | 18 | 30 | 40 | 20 | 170 | --- | --- | --- |
| 148 | Wesleyan Female Institute..... | 5 | 4 | 9 | --- | 13 | 14 | 74 | 40 | 18 | 4 |
| 149 | Episcopal Female Institute*..... | 1 | 6 | 7 | --- | --- | --- | 60 | --- | --- | --- |
| | Valley Female College..... | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | WEST VIRGINIA. | | | | | | | | | | |
| 150 | Parkersburg..... | 1 | 2 | 3 | --- | --- | --- | 35 | --- | --- | --- |
| | WISCONSIN. | | | | | | | | | | |
| 151 | Fox Lake..... | 0 | 5 | 5 | --- | --- | 35 | 35 | 11 | 11 | --- |
| 152 | Milwaukee..... | 4 | 7 | 11 | --- | 110 | 10 | 120 | 15 | 3 | 0 |
| | Downer College..... | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Milwaukee College..... | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

* Statistics of 1889-90.

PROFESSIONAL SCHOOLS.

TABLE 10.—Statistics of schools of medicine for 1890-91.

| | Post-office address. | Name. | Dean. | Professors and instructors. | | Students. | | Length of course. | | | |
|-----------------------|-------------------------|---|----------------------------|--|--------------|--|------------------------------|--------------------------------|----------------------------------|-------------------------------------|--|
| | | | | Resident in city or building containing institution. | Nonresident. | Different persons matriculating during year. | Graduating at close of year. | Years in course of the school. | Years of study with a physician. | Weeks in the regular annual course. | Weeks in the spring or complementary course. |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| PREPARATORY. | | | | | | | | | | | |
| 1 | Portland, Me..... | Portland School for Medical Instruction..... | William Lawrence Dana..... | 12 | 0 | 35 | 0 | ----- | 0 | 26 | 0 |
| 2 | Chapel Hill, N. C..... | Preparatory School of Medicine of the University of North Carolina. | Richard H. Whitehead..... | 3 | 0 | 12 | 0 | 1 | 0 | 33 | 0 |
| UNDERGRADUATE. | | | | | | | | | | | |
| <i>Regular.</i> | | | | | | | | | | | |
| 3 | Mobile, Ala..... | Medical College of Alabama..... | George A. Ketchum..... | 14 | 0 | 148 | 39 | 3 | (a) | 23 | 0 |
| 4 | Little Rock, Ark..... | Medical Department, Arkansas Industrial University..... | James A. Dibrell, jr..... | 17 | 0 | 92 | 22 | 2 | 3 | 20 | 0 |
| 5 | Los Angeles, Cal..... | The College of Medicine of the University of Southern California. | J. P. Widney..... | 23 | 0 | 34 | 4 | 4 | 0 | 33 | 0 |
| 6 | San Francisco, Cal..... | Cooper Medical College*..... | Henry Gibbons, jr..... | 19 | 1 | 128 | 41 | 3 | ----- | 20 | 16 |
| 7 | do..... | Medical Department of the University of California..... | Robert A. McLean..... | 22 | 1 | 84 | 13 | 3 | 0 | 22 | 10 |
| 8 | Boulder, Colo..... | Medical Department of the University of Colorado..... | J. H. Kimball..... | 7 | 7 | 16 | 5 | 3 | 3 | 33 | 0 |
| 9 | Denver, Colo..... | Gross Medical College..... | John Chase, president..... | 20 | 0 | 38 | 8 | 3 | 3 | 28 | 0 |
| 10 | do..... | Medical Department, University of Denver. | J. C. Davis..... | 21 | 0 | 55 | 8 | 3 | 1 | 28 | 0 |
| 11 | New Haven, Conn..... | Medical Department of Yale University..... | Herbert E. Smith..... | 17 | 3 | 63 | 15 | 3 | 0 | 34 | 0 |
| 12 | Washington, D. C..... | Medical Department of Howard University. | A. B. Hood..... | 11 | 0 | 107 | 23 | 3 | 0 | 24 | 0 |
| 13 | do..... | Medical and Dental Departments, National University..... | H. H. Barker..... | 30 | 9 | 35 | 65 | 3 | 0 | 23 | 0 |
| 14 | do..... | Medical Department, Georgetown University. | G. L. Magruder..... | 25 | 0 | 124 | 30 | 3 | 0 | 31 | 0 |

TABLE 10.—Statistics of schools of medicine, for 1890-91—Continued.

| Post-office address. | Name. | Dean. | Professors and instructors. | | Students. | | Length of course. | | | |
|---------------------------|---|-----------------------------|--|--------------|--|------------------------------|--------------------------------|----------------------------------|-------------------------------------|--|
| | | | Resident in city or building containing institution. | Nonresident. | Different persons matriculating during year. | Graduating at close of year. | Years in course of the school. | Years of study with a physician. | Weeks in the regular annual course. | Weeks in the spring or complementary course. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| UNDERGRADUATE—Continued. | | | | | | | | | | |
| <i>Regular—Continued.</i> | | | | | | | | | | |
| 45 Ann Arbor, Mich..... | Medical Department of the University of Michigan. | C. L. Ford | 25 | 0 | 375 | 101 | 4 | 0 | 36 | 0 |
| 46 Detroit, Mich..... | Detroit College of Medicine..... | The A. McGraw, president. | 33 | 0 | 170 | 50 | 3 | 0 | 26 | 10 |
| 47 do | Michigan College of Medicine and Surgery.* | J. J. Mulheson | 18 | 0 | 80 | 18 | 2 3 | 3 | 24 | 8 |
| 48 Minneapolis, Minn..... | College of Medicine and Surgery, University of Minnesota. | Perry H. Millard..... | 18 | 8 | 138 | 19 | 3 | 3 | 32 | 0 |
| 49 do | Minneapolis College of Physicians and Surgeons. | J. T. Moore..... | 17 | 1 | 21 | 2 | 3 | 0 | 28 | 0 |
| 50 Columbia, Mo | Medical Department of Missouri University. | A. W. McAlester | 8 | 3 | 30 | 5 | 3 | 0 | 40 | 0 |
| 51 Kansas City, Mo | Kansas City Medical College | Jefferson D. Griffith..... | 23 | 0 | 80 | 22 | 2 | 3 | 26 | 0 |
| 52 do | University Medical College of Kansas City | Charles W. Adams | 24 | 0 | 96 | 30 | 3 | 4 | 26 | (a) |
| 53 St. Joseph, Mo | Ensworth Medical College.* | W. I. Heddens | 16 | 1 | 47 | 11 | 2 3 | 3 | 20 | 3 |
| 54 do | Northwestern Medical College | F. A. Simmons, president. | 12 | 0 | 48 | 16 | 3 | 1 | 20 | 3 |
| 55 St. Louis, Mo | Beaumont Hospital Medical College | W. B. Outten | 17 | 0 | 92 | 19 | 3yr. 7m | 3 | 23 | 6 |
| 56 do | Missouri Medical College and St. Louis Post-Graduate School of Medicine. | P. G. Robinson | 46 | 0 | 2364 | 110 | 3 | 1 | 25 | 12 |
| 57 do | St. Louis College of Physicians and Surgeons.* | James O. Broadhead..... | 19 | 0 | 155 | 55 | 3 | 1 | 24 | --- |
| 58 do | St. Louis Medical College (hereafter Medical Department Washington University). | Henry H. Mudd | 32 | 0 | 68 | 18 | 3 | 0 | 20 | 9 |
| 59 Lincoln, Nebr..... | Cornell University Medical Department..... | William S. Latta..... | 9 | 7 | 14 | 2 | 3 | 3 | 26 | 0 |
| 60 Omaha, Nebr..... | Omaha Medical College | Donald Macrae | 19 | 3 | 43 | 3 | 3 | 0 | 26 | 0 |
| 61 Hanover, N. H..... | Dartmouth Medical College | C. P. Frost | 3 | 11 | 88 | 24 | 3 | 3 | 20 | 25 |
| 62 Albany, N. Y..... | Albany Medical College (Medical Department of Union University). | Willis G. Tucker, register. | 36 | 1 | 163 | 42 | 3 | 3 | 30 | 0 |

| | | | | | | | | | | | |
|----|---|--|------------------------------|----|---|-----|-----|---------|-----|----|----|
| 63 | Brooklyn, N. Y. | Long Island College Hospital | Alexander J. C. Skene | 30 | 0 | 255 | 82 | 3 | 3 | 24 | 12 |
| 64 | Buffalo, N. Y. | Medical Department of Niagara University. | Alvin A. Hubbell, secretary. | 17 | 1 | 49 | 9 | 3 | 3 | 28 | 8 |
| 65 | do. | Medical Department of the University of Buffalo. | Matthew D. Mann | 43 | 1 | 214 | 70 | 3 | 3 | 22 | 8 |
| 66 | New York, N. Y. | Bellevue Hospital Medical College. | Austin Flint, secretary | 24 | 0 | 547 | 152 | 2 | 3 | 26 | 12 |
| 67 | do. | The College of Physicians and Surgeons in the city of New York (Medical Department of Columbia College). | James Woods McLane | 51 | 0 | 534 | 131 | 3 | 3 | 31 | 0 |
| 68 | do. | University of the City of New York Medical Department. | Charles Inslee Pardee | 47 | 0 | 695 | 203 | 3 | 3 | 23 | 10 |
| 69 | do. | Woman's Medical College of the New York Infirmary for Women and Children | Emily Blackwell | 38 | 0 | 82 | 16 | 3 | 0 | 32 | 0 |
| 70 | Syracuse, N. Y. | College of Medicine of Syracuse University. | Henry D. Didama | 24 | 2 | 54 | 13 | 3 | 0 | 32 | 0 |
| 71 | Raleigh, N. C. | Leonard Medical School (Shaw University). | James McKee | 7 | 0 | 48 | 6 | 4 | 0 | 22 | 0 |
| 72 | Cincinnati, Ohio | Cincinnati College of Medicine and Surgery. | R. C. Stockton Reed | 19 | 1 | 88 | 24 | 2 | 1 | 22 | 8 |
| 73 | do. | Medical College of Ohio. | W. W. Seely | 10 | 0 | 240 | 94 | 3 | 3 | 22 | 6 |
| 74 | do. | Miami Medical College of Cincinnati. | W. H. Taylor | 23 | 1 | 98 | 30 | 3 | 3 | 26 | 5 |
| 75 | do. | The Woman's Medical College of Cincinnati. | G. A. Facklar | 16 | 0 | 14 | 2 | 3 | cl | 25 | 0 |
| 76 | Cleveland, Ohio. | Medical Department Wooster University. | M. Rosenwasser | 22 | 0 | 58 | 25 | cl | (d) | 22 | 0 |
| 77 | do. | Western Reserve University, Medical Department. | H. H. Powell, registrar. | 19 | 0 | 121 | *45 | 3 | --- | 22 | 12 |
| 78 | Columbus, Ohio. | Columbus Medical College. | J. W. Hamilton | 13 | 3 | 104 | 38 | 2 | 2 | 26 | 12 |
| 79 | do. | Starling Medical College | Starling Loving | 16 | 0 | 157 | 54 | 2 | 3 | 22 | 0 |
| 80 | Toledo, Ohio | Northwestern Ohio Medical College* | A. R. Smart | 22 | 0 | 23 | 5 | 3 | 1 | 26 | 0 |
| 81 | do. | Toledo Medical College | J. H. Pooley | 20 | 2 | 37 | 8 | 3 | 1 | 26 | 0 |
| 82 | Portland, Oregon. | Medical Department of the Willamette University. | Richmond Kelly | 17 | 1 | 26 | 4 | 3 | --- | 25 | 4 |
| 83 | do. | Medical Department, University of the State of Oregon. | S. E. Joseph | 20 | 0 | 19 | 3 | 3 | 0 | 24 | 3 |
| 84 | Philadelphia, Pa. | Department of Medicine, University of Pennsylvania. | James Tyson | 65 | 0 | 582 | 131 | 3 | 0 | 28 | 6 |
| 85 | do. | The Jefferson Medical College of Philadelphia | J. W. Holland | 51 | 0 | 577 | 188 | 3 | 0 | 26 | 6 |
| 86 | do. | Medico-Chirurgical College of Philadelphia. | Peter D. Keyser | 31 | 4 | 123 | 35 | 3 | 0 | 28 | 3 |
| 87 | Philadelphia, Pa. (21st and North College ave.) | Woman's Medical College of Pennsylvania. | Clara Marshall | 30 | 0 | 185 | 37 | 3 and 4 | 0 | 30 | 0 |
| 88 | Pittsburg, Pa. | Western Pennsylvania Medical College. | James B. Murdoch | 40 | 0 | 175 | 52 | 3 | 0 | 26 | 10 |
| 89 | Charleston, S. C. | Medical College of the State of South Carolina. | R. A. Kinloch | 9 | 0 | 56 | 18 | 3 | 4 | 25 | 0 |
| 90 | Chattanooga, Tenn. | Chattanooga Medical College (Medical Department of U. S. Grant University). | E. A. Cobleigh | 22 | 0 | 86 | 13 | 2 | 1 | 28 | 0 |
| 91 | Memphis, Tenn. | Memphis Hospital Medical College | F. L. Sim | 16 | 0 | 220 | 89 | 2 | 1 | 20 | 6 |

^a Of these perhaps twenty are post-graduate students.

^b One year may be with a physician

^c Previous to entering college.

^d "Teaching clinics continued during the intermission."

* For 1889-90.

TABLE 10.—Statistics of schools of medicine, for 1890-91—Continued.

| Post-office address. | Name. | Dean. | Professors and instructors. | | Students. | | Length of course. | | | |
|-------------------------------------|--|------------------------------------|--|--------------|--|------------------------------|--------------------------------|----------------------------------|-------------------------------------|--|
| | | | Resident in city or building containing institution. | Nonresident. | Different persons matriculating during year. | Graduating at close of year. | Years in course of the school. | Years of study with a physician. | Weeks in the regular annual course. | Weeks in the spring or complementary course. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| UNDERGRADUATE—continued. | | | | | | | | | | |
| Regular—Continued. | | | | | | | | | | |
| 92 Nashville, Tenn..... | Medical Department University of Tennessee (Nashville Medical College). | Duncan Eve..... | 13 | 2 | 294 | 121 | 2 | 1 | 20 | 0 |
| 93 do..... | Medical Departments of the University of Nashville and Vanderbilt University.* | W. L. Nichol, registrar..... | 12 | 0 | 278 | 128 | 2 | | 21 | |
| 94 Nashville, Tenn..... | Melarry Medical Department of Central Tennessee College. | G. W. Hubbard..... | 13 | 0 | 80 | 13 | 3 | 0 | 20 | 0 |
| 95 Galveston, Tex..... | School of Medicine, University of Texas. | J. F. Y. Paine..... | 15 | 0 | (a) | (a) | 3 | 1 | 30 | 0 |
| 96 Burlington, Vt..... | Medical Department of the University of Vermont. | A. P. Grinnell..... | 8 | 13 | 212 | *49 | 3 | 3 | 20 | 16 |
| 97 Richmond, Va..... | Medical College of Virginia..... | J. S. Dorsey Cullen..... | 19 | 0 | 48 | 14 | 2 | 1 | 25 | 0 |
| 98 University of Virginia..... | The Department of Medicine of the University of Virginia. | William M. Thornton, chairman..... | 11 | 0 | 103 | 14 | 1 | 0 | 31 | 0 |
| Eclectic. | | | | | | | | | | |
| 99 San Francisco, Cal..... | California Medical College.* | D. Maclean..... | 12 | 0 | 41 | 6 | 3 | 1 | 24 | 12 |
| 100 Atlanta, Ga..... | Georgia College of Eclectic Medicine and Surgery.* | Joseph Adolphus..... | 7 | 0 | 46 | 16 | 2 | | 20 | 0 |
| 101 Chicago, Ill..... | Bennett College of Eclectic Medicine and Surgery. | A. L. Clark..... | 16 | 3 | 81 | 24 | 3 | 4 | 26 | 0 |
| 102 Indianapolis, Ind..... | Indiana Eclectic Medical College.* | W. R. Adkinson..... | 10 | 3 | 50 | 13 | 3 | 1 | 24 | 0 |
| 103 Des Moines, Iowa..... | Iowa Eclectic Medical College..... | John Cooper..... | 8 | 3 | 32 | 11 | 4 | 1 | 24 | 0 |
| 104 St. Louis, Mo..... | American Medical College..... | E. Younklin..... | 14 | 1 | 120 | 33 | 2 | 1 | 20 | 20 |
| 105 New York, N. Y..... | Eclectic Medical College of the City of New York. | G. W. Boskowitz..... | 17 | 6 | 88 | 19 | 3 | 4 | 26 | 0 |
| 106 Cincinnati, Ohio (box 413)..... | American Eclectic Medical College..... | T. Kirby Dawson..... | 11 | 0 | 69 | 16 | 3 | 1 | 20 | 0 |

| 107 | Cincinnati, Ohio | Eclectic Medical Institute | John M. Scudder | 14 | 2 | 253 | 75 | 3 | 1 | 40 | 0 |
|------------------------|--|--|---------------------------|----|----|-----|----|---|---|----|-----|
| <i>Homeopathic.</i> | | | | | | | | | | | |
| 108 | San Francisco, Cal. | Hahnemann Hospital College | G. E. Davis | 21 | 0 | 32 | 4 | 3 | 3 | 25 | 0 |
| 109 | Chicago, Ill. | Chicago Homeopathic Medical College | J. S. Mitchell | 25 | 1 | 121 | 54 | 3 | 4 | 24 | 0 |
| 110 | do | Hahnemann Medical College and Hospital* | E. S. Bailey | 30 | 0 | 232 | 96 | 2 | 1 | 24 | 0 |
| 111 | Iowa City, Iowa | Homeopathic Medical Department, State University of Iowa | A. C. Cowperthwaite | 5 | 3 | 44 | 17 | 3 | 4 | 26 | 0 |
| 112 | Boston, Mass. | Boston University School of Medicine | I. Tisdale Talbot | 24 | 13 | 109 | 27 | 4 | 4 | 30 | 0 |
| 113 | Ann Arbor, Mich. | Homeopathic Medical College of the University of Michigan | Henry L. Obetz | 16 | 2 | 71 | 18 | 3 | 1 | 36 | 0 |
| 114 | Minneapolis, Minn. | Department of Homeopathic Medicine and Surgery, University of Minnesota | H. W. Brazie | 7 | 7 | 16 | 4 | 3 | 4 | 32 | 0 |
| 115 | Kansas City, Mo. | Kansas City Homeopathic Medical College | Peter Diederich | 16 | 3 | 29 | 6 | 4 | 1 | 27 | 8 |
| 116 | St. Louis, Mo. | Homeopathic Medical College of Missouri | William C. Richardson | 18 | 0 | 35 | 13 | 3 | 1 | 30 | 0 |
| 117 | New York, N. Y. | New York Homeopathic Medical College and Hospital | Timothy F. Allen | 38 | 1 | 146 | 44 | 3 | 3 | 24 | (b) |
| 118 | do | New York Medical College and Hospital for Women | Phoebe J. B. Waite | 21 | 1 | 40 | 9 | 3 | 0 | 26 | 0 |
| 119 | Cincinnati, Ohio | Pulte Medical College | C. D. Crank | 15 | 2 | 62 | 29 | 3 | 1 | 24 | 0 |
| 120 | Cleveland, Ohio | Homeopathic Hospital College of Cleveland | John C. Sanders | 16 | 2 | 62 | 8 | 3 | 0 | 21 | 2 |
| 121 | Philadelphia, Pa. | Hahnemann Medical College and Hospital | A. R. Thomas | 24 | 0 | 221 | 60 | 3 | 0 | 24 | 10 |
| <i>Physio-Medical.</i> | | | | | | | | | | | |
| 122 | Chicago, Ill. (635 W. Van Buren st.) | Chicago Physio-Medical College | J. E. Roop | 12 | 2 | 22 | 5 | 3 | 1 | 26 | 0 |
| 123 | Indianapolis, Ind. | Physio-Medical College of Indiana | C. T. Bedford, secretary | 13 | 7 | 37 | 18 | 3 | 1 | 26 | 0 |
| GRADUATE. | | | | | | | | | | | |
| 124 | Chicago, Ill. | Chicago Ophthalmic College | H. M. Martin | 5 | 0 | 85 | | | | 4 | |
| 125 | do | Chicago Polyclinic | Trueman W. Miller | 30 | 0 | 291 | | | | 6 | |
| 126 | do | Post-Graduate Medical School, of Chicago | Henry P. Newman | 30 | 3 | 75 | | | | | |
| 127 | Indianapolis, Ind. | Indiana Ophthalmic College | C. C. Loder | 6 | 0 | 34 | | | | 4 | |
| 128 | New Orleans, La. | New Orleans Polyclinic | J. H. Bemis, president | 14 | 0 | 56 | | | | 8 | |
| 129 | St. Louis, Mo. | St. Louis Post-Graduate School of Medicine, united with the Missouri Medical College in 1889 | | | | | | | | | |
| 130 | New York, N. Y. (214 and 218 34th st.) | New York Polyclinic | John A. Wyeth | 18 | 0 | 440 | | | | 39 | 13 |
| 131 | New York, N. Y. | New York Post-Graduate Medical School and Hospital | Clarence C. Rice | 95 | 5 | 409 | | | | 40 | 12 |
| 132 | Cincinnati, Ohio (534 Race st.) | The Cincinnati Polyclinic* | Charles A. L. Reed | 24 | 0 | 11 | | | | | |
| 133 | Philadelphia, Pa. | Philadelphia Polyclinic and College for Graduates in Medicine.* | S. Solis Cohen, secretary | 63 | 0 | 102 | | | | | |

* For 1888-90.

a Organized October 5, 1891.

b Fall course of two weeks.

TABLE 11.—Statistics of schools of dentistry, for 1890-91.

| Post-office address. | Name. | Dean. | Professors and instructors. | | | Students. | | Length of course. | | | |
|--------------------------------|---|------------------------------|--|--------------|--|------------------------------|--------------------------------|--------------------------------|-------------------------------------|-----------------------------|--|
| | | | Resident in city or building containing institution. | Nonresident. | Different persons matriculating during year. | Graduating at close of year. | Years in course of the school. | Years of study with a dentist. | Weeks in the regular annual course. | Weeks in the spring course. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| 1 San Francisco, Cal..... | College of Dentistry, University of California. | Louis Lane Dunbar..... | 26 | 8 | 63 | 16 | 3 | (a) | 36 | 0 | |
| 2 Denver, Colo..... | Dental Department, University of Denver. | Thomas Gaddes..... | 11 | 0 | 12 | 5 | 3 | 0 | 28 | 0 | |
| 3 Washington, D. C..... | Dental Department, National University. | H. H. Barker..... | 9 | 0 | 7 | 3 | 3 | 3 | 24 | 0 | |
| 4 do..... | Dental Department of Howard University. | John F. R. Defour..... | 17 | 0 | 19 | 2 | 3 | 62 | 20 | 8 | |
| 5 do..... | Dental Department of the Columbian University. | A. F. A. King..... | 9 | 2 | 187 | 54 | 3 | 1 | 27 | 12 | |
| 6 Chicago, Ill. (78 State st.) | American College of Dental Surgery..... | I. Clendenen, secretary..... | 10 | 2 | 14 | 3 | 12 | 3 | 24 | 6 | |
| 7 Chicago, Ill..... | Northwestern College of Dental Surgery..... | Robert W. Clarkson..... | 37 | 0 | 26 | 10 | 3 | 2 | 30 | 4 | |
| 8 do..... | University Dental College, Department of Northwestern University.* | John S. Marshall..... | 17 | 6 | 96 | 39 | 3 | 1 | 24 | 13 | |
| 9 Indianapolis, Ind..... | Indiana Dental College..... | J. N. Hurty..... | 11 | 9 | 184 | 58 | 2 | 1 | 26 | 12 | |
| 10 Iowa City, Iowa..... | Dental Department of the State University of Iowa. | H. O. Hunt..... | 10 | 1 | 133 | 26 | 3 | 1 | 36 | 0 | |
| 11 Louisville, Ky..... | Louisville College of Dentistry, Dental Department of the Central University of Kentucky. | James Lewis Howe..... | 40 | 0 | 224 | 76 | 3 | 0 | 22 | 22 | |
| 12 Baltimore, Md..... | Dental Department of Dental Surgery..... | R. B. Winder..... | 10 | 8 | 163 | 64 | 3 | 2 | 24 | 26 | |
| 13 do..... | Dental Department, University of Maryland. | Ferdinand J. S. Gorgas..... | 21 | 0 | 80 | 27 | 3 | 0 | 40 | 0 | |
| 14 Boston, Mass..... | Boston Dental College*..... | John A. Follette..... | 18 | 10 | 34 | 17 | 3 | 0 | 40 | 0 | |
| 15 do..... | The Dental Department of Harvard University. | Thomas H. Chandler..... | 5 | 2 | 132 | 29 | 3 | 0 | 36 | 0 | |
| 16 Ann Arbor, Mich..... | College of Dental Surgery of the University of Michigan. | J. Taft..... | 26 | 0 | 37 | 7 | 3 | 0 | 32 | 0 | |
| 17 Minneapolis, Minn..... | College of Dentistry, Department of Medicine, University of Minnesota. | William Xavier Sudduth..... | 15 | 7 | 107 | 43 | 3 | 0 | 20 | 0 | |
| 18 Kansas City, Mo..... | Kansas City Dental College..... | C. B. Hewitt, president..... | 22 | 0 | 90 | 27 | 3 | 0 | 23 | 0 | |
| 19 St. Louis, Mo..... | Missouri Dental College..... | Henry H. Mudd..... | 28 | 5 | 283 | 85 | 3 | 3 | 20 | 0 | |
| 20 New York, N. Y..... | New York College of Dentistry..... | Frank Abbott..... | | | | | | | | | |

| | | | | | | | | | | | |
|----|------------------------|---|--------------------------|-----|-----|-----|-----|---|---|----|----|
| 21 | Cincinnati, Ohio | The Ohio College of Dental Surgery (Cincinnati). Department of the University of Cincinnati. | H. A. Smith | 10 | 3 | 208 | 75 | 3 | 0 | 25 | 6 |
| 22 | Philadelphia, Pa. | Department of Dentistry, University of Pennsylvania. | James Trueman | 27 | 10 | 206 | 86 | 2 | 0 | 30 | 10 |
| 23 | do | Pennsylvania College of Dental Surgery | C. N. Peirce | 17 | 0 | 252 | 92 | 3 | 0 | 22 | 16 |
| 24 | do | Philadelphia Dental College* | James E. Garretson | 15 | 11 | 319 | 114 | 2 | 0 | 40 | 0 |
| 25 | Nashville, Tenn. | Dental Department, University of Tennessee. | ..... | (c) | (c) | (c) | 7 | 2 | 2 | 22 | 0 |
| 26 | do | Meharry Dental Department of Central Tennessee College. | G. W. Hubbard | 7 | 0 | 5 | 1 | 3 | 0 | 20 | 0 |
| 27 | do | Dental Department of Vanderbilt University. | W. H. Morgan | 8 | 8 | 135 | 44 | 2 | 0 | 20 | 4 |

* For 1889-'90.

b Twenty-seven months of infirmity practice. c The student may substitute one year of study with a dentist for the work of the first year of this college.
 c Included in statistics for Medical College of the University.

TABLE 12.—Statistics of schools of pharmacy, for 1890-91.

| | Post-office address. | Name. | Professors and instructors. | | Students. | | Length of course. | | | | |
|----|----------------------|--|--|---------------|--|------------------------------|--------------------------------|-----------------------------------|-------------------------------------|--|-----|
| | | | Resident in city or building containing institution. | Non-resident. | Different persons matriculating during year. | Graduating at close of year. | Years in course of the school. | Years of study with a pharmacist. | Weeks in the regular annual course. | Weeks in the spring or complementary course. | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1 | San Francisco, Cal. | The California College of Pharmacy (Department of the University of California). | W. M. Searby | 9 | 0 | 103 | 15 | 2 | 4 | 26 | 0 |
| 2 | Denver, Colo. | College of Pharmacy, University of Denver. | J. A. Sewall | 4 | 0 | 13 | 4 | 2 | 4 | --- | --- |
| 3 | Washington, D. C. | National College of Pharmacy | H. E. Kalusowski | 6 | 0 | 48 | 20 | 2 | 4 | 24 | 0 |
| 4 | do | Pharmaceutical Department of Howard University. | T. B. Hood | 4 | 0 | 7 | 2 | 2 | 4 | 21 | 0 |
| 5 | Chicago, Ill. | Chicago College of Pharmacy | N. Gray Bartlett | 7 | 0 | 238 | 43 | 2 | 4 | 28 | 0 |
| 6 | do | Illinois College of Pharmacy* | Oscar Oldborg | 7 | 0 | 183 | 43 | 2 | --- | 20 | --- |
| 7 | La Fayette, Ind. | School of Pharmacy of Purdue University. | Arthur L. Green | 4 | 3 | 65 | 22 | 2 | 0 | 24 | 0 |
| 8 | Des Moines, Iowa. | Iowa College of Pharmacy | Lewis Schooner | 6 | 0 | 17 | 3 | 2 | 1 | 20 | 0 |
| 9 | Iowa City, Iowa | Department of Pharmacy of the State University of Iowa. | Emil L. Boerner | 6 | 1 | 44 | 2 | 2 | 3 | 24 | 0 |
| 10 | Lawrence, Kans. | School of Pharmacy of the University of Kansas. | Lucius E. Sayre | 26 | 0 | 38 | 6 | 2 | 2 | 20 | 0 |
| 11 | Louisville, Ky. | Louisville College of Pharmacy | Fred. C. Miller, sr. | 8 | 0 | 72 | 21 | 2 | 4 | 22 | 22 |
| 12 | do | Louisville School of Pharmacy for Women | J. P. Barnum | 3 | 0 | 52 | 3 | 3 | 3 | 22 | 20 |
| 13 | New Orleans, La. | Pharmacy Department of the Medical Department of Tulane University. | Stanford E. Chailé | 3 | 0 | 633 | 13 | 2 | 2 | 24 | 0 |
| 14 | Baltimore, Md. | Maryland College of Pharmacy | John W. Geiger, secretary | 3 | 0 | 125 | 30 | 2 | 4 | 24 | 8 |
| 15 | Boston, Mass. | Massachusetts College of Pharmacy | C. C. Williams, secretary | 9 | 0 | 270 | 27 | 2 | 4 | 24 | 0 |
| 16 | Ann Arbor, Mich. | School of Pharmacy of the University of Michigan. | Albert B. Prescott | 10 | 0 | 91 | 30 | 2 | 0 | 39 | 0 |
| 17 | Minneapolis, Minn. | Minnesota College of Pharmacy | J. T. Moore | 5 | 0 | 4 | 1 | 2 | 4 | 26 | 0 |
| 18 | Kansas City, Mo. | Kansas City College of Pharmacy | Emory Larphear | 6 | 0 | 52 | 12 | 2 | 4 | 20 | 0 |
| 19 | St. Louis, Mo. | St. Louis College of Pharmacy | James M. Good | 5 | 0 | 142 | 40 | 2 | 4 | 22 | 0 |
| 20 | Albany, N. Y. | Albany College of Pharmacy (Department of Union University). | Alfred B. Husted | 3 | 0 | 69 | 24 | 2 | 4 | 22 | 0 |
| 21 | Buffalo, N. Y. | Department of Pharmacy, University of Buffalo. | Willis G. Gregory | 9 | 0 | 74 | 13 | 2 | 4 | 22 | 0 |

| | | | | | | | | | | | |
|----|---------------------------------------|--|---------------------------------|----|---|-----|-----|---|-------|----|----|
| 22 | New York, N. Y. (300-213 E. 23d st.). | College of Pharmacy of the City of New York. | Samuel W. Fairchild, president. | 8 | 0 | 252 | 119 | 2 | 4 | 25 | 0 |
| 23 | Cincinnati Ohio (356-360 Court st.). | Cincinnati College of Pharmacy | Charles T. P. Fennel. | 6 | 0 | 80 | 24 | 2 | 4 | 26 | 0 |
| 24 | Columbus, Ohio. | School of Pharmacy of Ohio State University. | George B. Kauffman. | 16 | 0 | 21 | 6 | 3 | ----- | 42 | 0 |
| 25 | Philadelphia, Pa. | Philadelphia College of Pharmacy | John M. Maisch. | 7 | 0 | 600 | 179 | 2 | 4 | 23 | 12 |
| 26 | Pittsburg, Pa. | Pittsburg College of Pharmacy. | Julius A. Koch. | 3 | 0 | 51 | 8 | 2 | 4 | 20 | 0 |
| 27 | Columbia, S. C. | College of Pharmacy of the University of South Carolina.* | W. B. Burney | 10 | 0 | 25 | 1 | 2 | 2 | 40 | 0 |
| 28 | Nashville, Tenn. | McBarray Pharmaceutical Department, Central Tennessee College. | G. W. Hubbard. | 5 | 0 | 9 | 3 | 2 | 4 | 20 | 0 |
| 29 | do. | Vanderbilt University School of Pharmacy. | James M. Safford | 5 | 2 | 22 | 3 | 2 | 4 | 36 | 0 |
| 30 | Madison, Wis. | School of Pharmacy of the University of Wisconsin. | Frederick B. Power | 5 | 0 | 56 | 16 | 2 | 4 | 27 | 10 |

* For 1889-90.

a Four of these are connected with collegiate department.

b Six of these were also students of medicine.

TABLE 13.—Statistics of schools of veterinary medicine, for 1890-91.

| Post-office. | Name of school. | Dean. | Professors and instructors. | | Students. | | Length of course. | | | |
|--|---|----------------------------|--|---------------|--|------------------------------|--------------------------------|----------------------------------|-------------------------------------|---|
| | | | Resident in city or building containing institution. | Non-resident. | Different persons matriculating during year. | Graduating at close of year. | Years in course of the school. | Years of study with a physician. | Weeks in the regular annual course. | Weeks in the spring or complete course. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1 Chicago, Ill. | Chicago Veterinary College..... | R. J. Withers..... | 16 | 0 | 170 | 78 | 2 | 1 | 30 | 0 |
| 2 Boston, Mass. | School of Veterinary Medicine of Harvard University..... | Charles P. Lyman..... | 21 | 0 | 23 | 9 | 3 | 0 | 27 | 0 |
| 3 Detroit, Mich. | Veterinary Department of the Detroit College of Medicine. ^a | E. C. Skinner, secretary | | | | | | | | |
| 4 Minneapolis, Minn. | The Northwestern Veterinary College..... | A. F. Llautard..... | 15 | 0 | 132 | 40 | 2 | 61 | 26 | 0 |
| 5 New York, N. Y. (139-141 W. 54th st.). | American Veterinary College..... | William T. White..... | 11 | 3 | 104 | 36 | 3 | 3 | 22 | 0 |
| 6 New York, N. Y. (332 E. 27th st.). | New York College of Veterinary Surgeons..... | H. J. Detmers, secretary.. | 8 | 0 | 14 | 0 | 3 | 0 | 37 | 0 |
| 7 Columbus, Ohio. | School of Veterinary Medicine, Ohio State University..... | John Marshall..... | 21 | 0 | 70 | 13 | 3 | 0 | 34 | 0 |
| 8 Philadelphia, Pa. | Department of Veterinary Medicine, University of Pennsylvania..... | | | | | | | | | |
| 9 Columbia, S. C. | Department of Veterinary Science of the University of South Carolina..... | | | | | | | | | |
| | | | 92 | 3 | 513 | 176 | | | | |

^a Opened September, 1891. ^b Previous to entering.

TABLE 14.—Statistics of nurse training schools, for 1890-91.

| Post-office address. | Name. | Superintendent. | Instructors. | | Students. | | Length of course. | | |
|------------------------|---|-----------------------------|--------------|--------------|-----------|--------------|-------------------|----------------------|----|
| | | | Male. | Fe- male. | Male. | Fe- male. | Years. | Weeks in year. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 San Francisco, Cal. | San Francisco Training School for Nurses. | Eugenia A. Hurd | 1 | 9 | 0 | 46 | 13 | 2 | 52 |
| 2 New Haven, Conn. | Connecticut Training School for Nurses. | Mrs. L. W. Quintard | 0 | 8 | 0 | 66 | 25 | 1½ | 50 |
| 3 Washington, D. C. | Washington Training School for Nurses. | H. L. E. Johnson, secretary | 7 | 0 | 0 | 39 | 2 | 3 | 38 |
| 4 Chicago, Ill. | Illinois Training School for Nurses. | Edith A. Draper | 0 | 3 | 0 | 115 | 46 | 2 | 52 |
| 5 Indianapolis, Ind. | Flower Mission Training School for Nurses. | Miss Florence Hutcheson | 10 | 2 | 0 | 18 | 8 | 2 | 52 |
| 6 Boston, Mass. | Boston City Hospital Training School for Nurses. | Miss Lucy L. Drown | 0 | 17 | 0 | 125 | 30 | 2 | 50 |
| 7 do | Boston Training School for Nurses (Massachusetts General Hospital). | Miss M. B. Brown | 19 | 3 | 0 | 71 | 13 | 2 | 52 |
| 8 Roxbury, Mass. | New England Hospital for Woman and Children. | Gertrude Montfort | 0 | 1 | 0 | 20 | 9 | 1½ | 35 |
| 9 Somerville, Mass. | McLean Asylum Training School for Nurses. | Miss Lucia E. Woodward | 4 | 5 | 30 | 36 | 21 | 2 | 35 |
| 10 Worcester, Mass. | Training School of the City Hospital of the City of Worcester. | L. L. Jaquith | 16 | 2 | 1 | 32 | 7 | 2 | 50 |
| 11 Detroit, Mich. | Farrand Training School for Nurses (Harper Hospital). | Mrs. L. E. Gretter | 0 | 4 | 0 | 50 | 25 | 2 | 40 |
| 12 Grand Rapids, Mich. | Union Benevolent Association Home and Hospital Training School. | Mrs. L. J. Chase | 21 | 2 | 0 | 25 | 6 | 2 | 40 |
| 13 Minneapolis, Minn. | Nurse's Training School of the Northwestern Hospital. | Cora B. Roberts | 0 | 5 | 0 | 21 | 8 | 2 | 35 |
| 14 St. Louis, Mo. | St. Louis Training School for Nurses. | Miss Emma Louise Warr | 0 | 2 | 0 | 32 | 9 | 2 | 50 |
| 15 Orange, N. J. | Orange Training School for Nurses (Memorial Hospital). | Mrs. C. H. Pike | 0 | 1 | 0 | 38 | 14 | 2 | 52 |
| 16 Paterson, N. J. | Paterson General Hospital Training School for Nurses. | Margaret Orr | 0 | 1 | 0 | 10 | 3 | 2 | 50 |
| 17 Brooklyn, N. Y. | Brooklyn Homeopathic Hospital Training School for Nurses. | Harriet C. Camp | 10 | 2 | 0 | 43 | 16 | 2 | 52 |
| 18 do | Brooklyn Maternity and New York State School for Training Nurses. | Miss S. A. Allen | 8 | 1 | 0 | 7 | 7 | 1 | 52 |
| 19 do | Brooklyn Training School for Nurses. | M. Isabella Merritt | 10 | 5 | 0 | 28 | 12 | 2 | 52 |
| 20 do | Buffalo General Hospital Training School for Nurses. | Miss Lois M. Masten | 11 | 1 | 0 | 53 | 11 | 2 | 50 |
| 21 do | Training School for Nurses of the Buffalo State Hospital.* | Judson B. Andrews | 4 | 0 | 19 | 22 | 14 | 1 | 48 |
| 22 New York, N. Y. | Mount Sinai Training School for Nurses. | Miss Anna L. Alston | 0 | 2 | 0 | 52 | 22 | 2 | 50 |
| 23 do | New York City Training School for Nurses, Charity Hospital. | Louise Darcie | 1 | 1 | 22 | 57 | 25 | 2 | 52 |

* For 1889-'90.

TABLE 14.—*Statistics of nurse training schools, for 1890-91—Continued.*

| | Post-office address. | Name. | Superintendent. | Instructors. | | Students. | | Length of course. | |
|----|---------------------------------------|---|---------------------------|--------------|--------------|-----------|--------------|-------------------|----------------------|
| | | | | Male. | Fe- male. | Male. | Fe- male. | Years. | Weeks in year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 10 |
| 24 | New York, N. Y. | New York Hospital Training School for Nurses... | Irene H. Sutcliffe..... | 0 | 1 | 0 | 116 | 34 | 2 |
| 25 | New York, N. Y. (Sta- tion F)..... | New York Training School for Nurses (Bellevue Hospital)..... | Agnes S. Brennan..... | 4 | 2 | 0 | 62 | 20 | 2 |
| 26 | New York, N. Y. | St. Luke's Hospital Training School for Nurses .. | Miss Anna C. Maxwell .. | ..... | 6 | 80 | *23 | 12 | 2 |
| 27 | Rochester, N. Y. | Training School for Nurses (Rochester City Hos- pital)..... | Helen Lincoln Gamwell.. | 0 | 8 | 0 | 38 | 16 | 2 |
| 28 | Syracuse, N. Y. | Syracuse Training School for Nurses | Miss Dora Traylen..... | 0 | 1 | 0 | 14 | 5 | 2 |
| 29 | Philadelphia, Pa. | Philadelphia Hospital Training School for Nurses. | Marion E. Smith..... | 0 | 2 | 0 | 85 | 45 | 2 |
| 30 | do | Philadelphia Lying-in Charity and Nurses School. | Annie L. Lippincott..... | 0 | 1 | 0 | 30 | 8 | 1 |
| 31 | do | Woman's Hospital Training School for Nurses .. | Anna M. Fullerton..... | 2 | 3 | 0 | 50 | 21 | 2 |
| 32 | Pittsburg, Pa. | Pittsburg Training School for Nurses | Miss Margarite P. Wright. | 0 | 1 | 0 | 40 | 9 | 2 |
| 33 | Providence, R. I. | Rhode Island Hospital Training School for Nurses. | Edith P. Johnson | 15 | 1 | 0 | 43 | 9 | 2 |
| 34 | Burlington, Vt. | Mary Fletcher Hospital Training School for Nurses | Mrs. D. M. Whitcomb..... | 5 | 1 | 1 | 30 | 0 | 2 |

* For 1889-90.

TABLE 15.—Statistics of schools of theology, for 1890-91.

| | Post-office address. | Name. | Dean or president. | Professors and instructors. | | Students. | | Length of course. | |
|----|--|--|----------------------------|---|------------------------|--|---|--|---------------------------|
| | | | | Resi- dent in city or build- ing con- tain- ing insti- tution. | Non- resi- dent. | Differ- ent per- sons in attend- ance during the year. | Num- ber gradu- ating or com- plet- ing course of study at close of year. | Years in the- ologi- cal course proper. | Weeks in each year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | Talladega, Ala. | Talladega College (Cong.)* | H. S. De Forest. | 1 | 0 | 10 | 2 | 3 | 34 |
| 2 | Tuscaloosa, Ala. | Institute for Training Colored Ministers (Presb.) | C. A. Stillman, supt. | 2 | 0 | 23 | 3 | 4 | 42 |
| 3 | Oakland, Cal. | Pacific Theological Seminary (Cong.) | Joseph A. Benton. | 4 | 0 | 29 | 6 | 3 | 36 |
| 4 | San Anselmo, Cal. | San Francisco Theological Seminary (Presb.) | Robert Mackenzie | 5 | 1 | 14 | 7 | 3 | 32 |
| 5 | San Fernando, Cal. | MacLay College of Theology (M. E.) | Robert A. MacLay | 2 | 1 | 10 | 4 | 3 | 37 |
| 6 | Denver, Colo. | Matthews Hall (P. Episc.) | John F. Spaulding | 1 | 0 | 2 | 2 | 3 | 32 |
| 7 | Hartford, Conn. | Hartford Theological Seminary (Cong.) | Chester D. Hartwaut | 12 | 2 | 66 | 19 | 3 | 35 |
| 8 | New Haven, Conn. | Divinity School of Yale University (Cong.) | George E. Day | 9 | 6 | 142 | 43 | 3 | 36 |
| 9 | Washington, D. C. | Catholic University of America. | John J. Keane | 9 | 0 | 35 | 0 | 4 | 32 |
| 10 | do | Theological Department of Howard University (unde- nominational). | J. L. Ewell | 9 | 1 | 37 | 9 | 3 | 35 |
| 11 | do | Wayland Seminary (Bapt.) | G. M. P. King | 6 | 0 | 41 | 2 | 3 | 40 |
| 12 | Atlanta, Ga. | Atlantic Baptist Seminary | Samuel Graves | 3 | 0 | 66 | 4 | 2 | 32 |
| 13 | do | Gannon Theological Seminary (M. E.) | Wilbur P. Thirfield | 4 | 0 | 79 | 12 | 3 | 38 |
| 14 | Bourbonnais, Ill. | St. Viateur's College (R. C.) | M. J. Marslie | 24 | 3 | 24 | 3 | 4 | 40 |
| 15 | Chicago, Ill. (81 Ashland Boulevard). | Chicago Theological Seminary (Cong.) | Franklin Woodbury Fisk | 15 | 0 | 167 | 49 | 3 | 30 |
| 16 | Chicago, Ill. | McCormick Theological Seminary of the Presbyterian Church. | Herrick Johnson | 10 | 0 | 173 | 54 | 3 | 30 |
| 17 | do | Western Theological Seminary (P. E.) | W. E. McLaren | 3 | 3 | 27 | 7 | 3.5 | 35 |
| 18 | Eureka, Ill. | Bible Department of Eureka College (Disciples of Christ) | B. C. Bewese, Principal | 1 | 0 | 71 | 0 | 9 | 39 |
| 19 | Evansville, Ill. | Garrett Biblical Institute (M. E.) | Henry Bascom Ridgway | 7 | 0 | 196 | 38 | 3 | 36 |
| 20 | do | Swedish Theological School of the M. E. Church | Albert Ericson | 2 | 0 | 22 | 10 | 3 | 40 |
| 21 | do | Norwegian Danish Theological School (M. E.) | N. E. Simonsen | 1 | 0 | 22 | 5 | 3 | 34 |
| 22 | Galesburg, Ill. | German-English College (M. E.) | Fr. Schaub | 1 | 0 | 16 | 2 | 3 | 33 |
| 23 | Galesburg, Ill. | Ryder Divinity School (Univ.) | N. White. | 5 | 0 | 18 | 1 | 4 | 39 |
| 24 | Menota, Ill. | Warburg Seminary (Luth.) | (No response for 2 years.) | | | | | | |

*For 1889-90.

TABLE 15.—*Statistics of schools of theology, for 1890-91—Continued.*

| | Post-office address. | Name. | Professors and instructors. | | | | | Students. | | Length of course. | |
|----|----------------------|---|-----------------------------|---|--|------------------|---|---|--|---------------------|----|
| | | | Dean or president. | | Resi- dent in city or build- ing con- taining institu- tion. | Non- resi- dent. | Differ- ent per- sons attend- ing the year. | Num- ber grad- uat- ing or com- plet- ing full course during the study of year. | Years in the ologi- cal course proper. | Weeks in each year. | |
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 25 | Morgan Park, Ill. | Chicago Baptist Union Theological Seminary | | | | 12 | 0 | 151 | 24 | 3 | 30 |
| 26 | Naperville, Ill. | Union Biblical Institute (Ev. Asso.) | | | | 3 | 1 | 28 | 2 | 3 | 39 |
| 27 | Rock Island, Ill. | Augustana Theological Seminary (Ev. Luth.) | | | | 4 | 0 | 42 | 17 | 2 | 36 |
| 28 | Springfield, Ill. | Concordia College (Germ. Ev. Luth.) | | | | 4 | 0 | 100 | 22 | 3 | 43 |
| 29 | Upper Alton, Ill. | School of Theology, Shurtleff College (Bapt.) | | | | 3 | 0 | 14 | 0 | 2 | 40 |
| 30 | Greencastle, Ind. | School of Theology, De Pauw University (M. E.) | | | | 5 | 3 | 89 | 3 | 3 | 40 |
| 31 | Merom, Ind. | Union Christian College (Christian) | | | | 14 | 1 | 193 | 3 | 3 | 38 |
| 32 | St. Meinrad, Ind. | St. Meinrad's Abbey (R. C.) | | | | 7 | 0 | 46 | 6 | 4 | 41 |
| 33 | Davenport, Iowa | Grisswold College Theological Department (P. E.) | | | | 4 | 1 | 62 | 9 | 1 | 39 |
| 34 | Des Moines, Iowa | Bible College of Drake University | | | | 5 | 0 | 33 | 0 | 3 | 40 |
| 35 | Dubuque, Iowa | German Presbyterian Theological School of the North- west. | | | | 3 | 0 | 33 | 0 | 3 | 32 |
| 36 | do. | Warburg Seminary of the Evangelical Lutheran Synod of Iowa. | | | | 3 | 0 | 46 | 11 | 3 | 40 |
| 37 | Mount Pleasant, Iowa | Theological Course of the German College (M. E.) | | | | 1 | 0 | 14 | 2 | 3 | 36 |
| 38 | Oscalooosa, Iowa | Bible Department Oscaloosa College (Christian) | | | | 6 | 0 | 23 | 4 | 4 | 39 |
| 39 | Danville, Ky | Theological Seminary of the Presbyterian Church. | | | | 6 | 0 | 10 | 0 | 3 | 33 |
| 40 | Lexington, Ky | Theological course of the College of the Bible. | | | | 3 | 0 | 141 | 18 | 4 | 40 |
| 41 | Louisville, Ky | Southern Baptist Theological Seminary | | | | 6 | 0 | 166 | 10 | 3 | 32 |
| 42 | New Orleans, La | Gilbert Haven School of Theology (M. E.) | | | | 3 | 0 | 16 | 0 | 1, 2 | 32 |
| 43 | do | Theological Course of Leland University (Bapt.) | | | | 2 | 0 | 25 | 0 | 3 | 33 |
| 44 | do. | Theological Department of Straight University (Cong.) | | | | 2 | 0 | 6 | 0 | 3 | 32 |
| 45 | Bangor, Me. | Bangor Theological Seminary (Cong.) | | | | 5 | 0 | 34 | 6 | 3 | 36 |
| 46 | Leviston, Me. | Cobb Divinity School (Free Bapt.) | | | | 4 | 0 | 20 | 3 | 3 | 38 |
| 47 | Baltimore, Md. | Theological Seminary of St. Sulpice and St. Mary's University (R. C.) | | | | 11 | 0 | 200 | 20 | 4 | 40 |
| 48 | do. | Theological Course of Morgan College (M. E.) | | | | 3 | 0 | 8 | 4 | 3 | 33 |

| | | | | | | | | |
|----|--------------------------|--|----|---|-----|----|------|----|
| 49 | Ithaca, Md. | The Redemptionist College of Ithaca (R. C.) | 7 | 0 | 77 | 9 | 4 | 46 |
| 50 | Mount St. Marys | Mount St. Mary's Theological Seminary (R. C.) | 9 | 3 | 35 | 8 | 4 | 39 |
| 51 | Westminster, Md. | Westminster Theological Seminary (M. P.) | 5 | 0 | 36 | 6 | 3 | 30 |
| 52 | Andover, Mass. | Andover Theological Seminary (Cong. and Presb.) | 9 | 3 | 63 | 12 | 3 | 36 |
| 53 | Boston, Mass. | Boston Theological Seminary (Department of Boston University) | 8 | 0 | 140 | 26 | 3 | 38 |
| 54 | Cambridge, Mass. | Divinity School of Harvard University (Nonsect.) | 8 | 0 | 42 | 6 | 3 | 40 |
| 55 | do | Episcopal Theological School (P. E.) | 7 | 0 | 47 | 11 | 3 | 36 |
| 56 | do | New Church Theological School | 1 | 3 | 11 | 0 | 3 | 32 |
| 57 | Newton Center, Mass. | Newton Theological Institution (Bapt.) | 10 | 0 | 74 | 18 | 3 | 35 |
| 58 | Tufts College, Mass. | Tufts College Divinity School (Universalist) | 7 | 3 | 36 | 4 | 2 | 36 |
| 59 | Adrian, Mich. | School of Theology, Adrian College (M. P.) | 3 | 0 | 28 | 2 | 4 | 39 |
| 60 | Hillsdale, Mich. | Theological Department of Hillsdale College (F. W. Bapt.) | 4 | 0 | 46 | 8 | 3 | 40 |
| 61 | Holland, Mich. | Western Theological Seminary (Ref. Ch. in Am.) | 2 | 0 | 8 | 0 | 3 | 32 |
| 62 | Collegeville, Minn. | St. John's Seminary (R. C.) | 4 | 0 | 16 | 4 | 3 | 40 |
| 63 | Faribault, Minn. | Seabury Divinity School (P. E.) | 10 | 0 | 27 | 4 | 3 | 37 |
| 64 | Minneapolis, Minn. | Augsburg Seminary (Luth.) | 5 | 0 | 72 | 31 | 3 | 32 |
| 65 | Parker, Minn. | Luther Seminary * | 3 | 2 | 39 | 5 | 3 | 42 |
| 66 | Red Wing, Minn. | Red Wing Norwegian Evangelical Lutheran Seminary * | 2 | 0 | 17 | 6 | 3 | 34 |
| 67 | Cape Girardeau, Mo. | St. Vincent's Theological Seminary (R. C.) | 2 | 0 | 35 | 2 | 0 | 20 |
| 68 | Liberty, Mo. | Jeremiah Vardeman School of Theology (Bapt.) | 1 | 0 | 90 | 0 | 6 | 40 |
| 69 | St. Louis, Mo. | Concordia Theological Seminary (Luth.) | 5 | 0 | 143 | 34 | 3 | 40 |
| 70 | do | Theological Seminary of the German Evangelical Synod of North America (Eden College) | 3 | 1 | 67 | 24 | 3 | 39 |
| 71 | Warrington, Mo. | Central Wesleyan College (M. E.) | 2 | 0 | 31 | 6 | 3 | 38 |
| 72 | Crete, Neb. | German Theological Seminary (Cong.) | 2 | 0 | 8 | 3 | 3 | 39 |
| 73 | Santee Agency, Neb. | Santee Normal Training School (Cong.) | 2 | 1 | 16 | 0 | 4 | 40 |
| 74 | Bloomfield, N. J. | German Theological School of Newark (Presb.) | 4 | 0 | 414 | 2 | 3 | 36 |
| 75 | Madison, N. J. | Drew Theological Seminary (M. E.) | 5 | 2 | 128 | 38 | 3 | 35 |
| 76 | New Brunswick, N. J. | Seminary of the Reformed (Dutch) Church in America | 4 | 1 | 41 | 14 | 3 | 33 |
| 77 | Princeton, N. J. | Theological Seminary of the Presbyterian Church in the United States | 9 | 0 | 174 | 46 | 3 | 34 |
| 78 | South Orange, N. J. | Seminary of the Immaculate Conception (R. C.) | 3 | 0 | 24 | 4 | 4 | 42 |
| 79 | Albany, N. Y. | St. Bonaventure's College and Seminary (R. C.) | 6 | 0 | 35 | 10 | 5 | 42 |
| 80 | Auburn, N. Y. | Auburn Theological Seminary (Presb.) | 8 | 0 | 50 | 16 | 3 | 35 |
| 81 | Canton, N. Y. | Canton Theological School (Union) | 4 | 2 | 31 | 11 | 3, 4 | 49 |
| 82 | Hamilton, N. Y. | Hamilton Theological Seminary (Bapt.) | 7 | 6 | 51 | 15 | 3 | 39 |
| 83 | Hartwick Seminary, N. Y. | Hartwick Seminary (Luth.) | 5 | 1 | 613 | 1 | 3 | 39 |
| 84 | New York, N. Y. | General Theological Seminary of the Protestant Episcopal Church in the United States | 9 | 1 | 120 | 29 | 3 | 40 |
| 85 | do | Union Theological Seminary in the city of New York (Presb.) | 10 | 0 | 158 | 38 | 3 | 34 |
| 86 | Rochester, N. Y. | Rochester Theological Seminary (Bapt.) | 6 | 0 | 101 | 22 | 3 | 35 |
| 87 | Standfordville, N. Y. | Christian Biblical Institute | 7 | 0 | 160 | 17 | 4 | 40 |
| 88 | Troy, N. Y. | St. Joseph's Provincial Seminary (R. C.) | 5 | 0 | 15 | 0 | 3 | 32 |
| 89 | Charlotte, N. C. | Theological Department of Biddle University (Presb.) | 7 | 0 | 15 | 0 | 3 | 32 |
| 90 | Raleigh, N. C. | Theological Department of St. Augustine Normal School and College Institute (P. E.) | 2 | 0 | 9 | 0 | 3 | 32 |
| 91 | do | Shaw University (Bapt.) | 1 | 0 | 45 | 1 | 4 | 34 |

* This does not include 34 students in the academic department who are also candidates for the ministry.

b Not including 8 candidates for the ministry in classical department.

* For 1889-90.

TABLE 15.—*Statistics of schools of theology, for 1890-91—Continued.*

| | Post-office address. | Name. | Dean or president. | Professors and instructors. | | Students. | | Length of course. | |
|-----|------------------------|--|---------------------------|---|------------------------|--|---|--|---------------------------|
| | | | | Resi- dent in city or build- ing con- taining instruc- tion. | Non- resi- dent. | Differ- ent per- sons in attend- ance dur- ing the year. | Num- ber grad- uating or com- pleting full course of study in year. | Years in the- ologi- cal course proper. | Weeks in each year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 92 | Trinity College, N. C. | Theological Department of Trinity College. | | 1 | 0 | 20 | | | |
| 93 | Berea, Ohio. | Theological Department of German Wallace College (M. E.). | | 2 | 0 | 27 | | | |
| 94 | Carthage, Ohio | St. Charles Borromeo Seminary (R. C.) | H. Dreer | | | | 8 | 3 | 36 |
| 95 | Cincinnati, Ohio | Hebrew Union College | Isaac M. Wise | 6 | 0 | 45 | 5 | 4 | 44 |
| 96 | do | Lane Theological Seminary (Presb.) | L. J. Evans, chairman | 5 | 0 | 41 | 18 | 3 | 31 |
| 97 | Cleveland, Ohio | St. Mary's Theological Seminary (R. C.) | N. A. Moer | 4 | 0 | 39 | 4 | 0 | 42 |
| 98 | Columbus, Ohio | Theological Seminary of the Evangelical Lutheran Synod of Ohio and other States. | M. Loy | 3 | 0 | 39 | 14 | 3 | 40 |
| 99 | Dayton, Ohio | United Biblical Seminary (United Breth.) | George A. Funkhauser | 4 | 0 | 53 | 13 | 3 | 32 |
| 100 | Gambier, Ohio | Theological Seminary of the Diocese of Ohio (P. E.) | H. W. Jones | 3 | 1 | 25 | 0 | 3 | 40 |
| 101 | Oberlin, Ohio | Department of Theology in Oberlin College (Cong.) | William G. Ballantine | 9 | 2 | 96 | 18 | 3 | 30 |
| 102 | Springfield, Ohio | Theological Department of Wittenburg College (Ev. Luth.). | | 4 | 0 | 17 | | | |
| 103 | Tiffin, Ohio | Heidelberg Theological Seminary (Ref. Ch.) | David Van Horne | 3 | 0 | 13 | 5 | 3 | 32 |
| 104 | Wilberforce, Ohio | Theological Department of Wilberforce University (A. M. E.). | | | | 6 | | | |
| 105 | Xenia, Ohio | Xenia Theological Seminary (United Presb.) | James Harper | 4 | 0 | 32 | 9 | 3 | 28 |
| 106 | Salem, Oregon | Theological Department of Willamette University (M. E.). | George Whitaker | 3 | 0 | 11 | 0 | 2 | 40 |
| 107 | Allegheny, Pa. | Allegheny Theological Seminary (United Presb.) | James A. Grier | 4 | 7 | 56 | 16 | 3 | 34 |
| 108 | do | Reform Presbyterian Theological Seminary | D. B. Willson | 3 | 0 | 21 | 3 | 4 | 26 |
| 109 | do | Western Theological Seminary (Presb.) | Wm. H. Jeffers, chairman. | 5 | 1 | 79 | 29 | 3 | 34 |
| 110 | Beatty, Pa. | St. Vincent College and Seminary (R. C.) | Andrew Hintenach | 8 | 0 | 59 | 13 | 3 | 42 |
| 111 | Bethlehem, Pa. | Moravian College and Theological Seminary | Augustus Schultze | 4 | 0 | 31 | 0 | 2 | 40 |
| 112 | Collegeville, Pa. | Ursinus College, Theological Department (Ref. Ch.) | Henry W. Superb, acting. | 4 | 1 | 14 | 7 | 3 | 33 |
| 113 | Germanstown, Pa. | St. Vincent's Seminary (R. C.) | James McGill | 7 | 1 | 72 | 3 | 4 | 40 |

| | | | | | | | | | |
|-----|---------------------------|---|---|-----|-----|-----|-----|------|-----|
| 114 | Gettysburg, Pa. | Theological Seminary of the General Synod of the Evangelical Lutheran Church. | Milton Valentine. | 4 | 1 | 59 | 14 | 3 | 38 |
| 115 | Lancaster, Pa. | Theological Seminary of the Reformed Church in the United States. | Emanuel V. Gerhart. | 4 | 1 | 46 | 8 | 3 | 34 |
| 116 | Lincoln University, Pa. | Theological Department of Lincoln University (Presb.) | D. E. Shaw. | 7 | 1 | 22 | 4 | 3 | 28 |
| 117 | Meadville, Pa. | Meadville Theological School (Unitarian) | George L. Cary, acting. | 4 | 3 | 32 | 2 | 3 | 38 |
| 118 | Mount Airy, Pa. | Theological Seminary of the Evangelical Lutheran Church in Philadelphia. | C. W. Schaeffer. | 4 | 0 | 89 | 27 | 3 | 35 |
| 119 | Selins Grove, Pa. | Missionary Institute of the Evangelical Lutheran Church | P. Born, superintendent. | 2 | 0 | 14 | 0 | 3 | 39 |
| 120 | Overbrook, Pa. | Theological Seminary of St. Charles Borromeo (R. C.) | John E. Fitzmaurice. | 11 | 1 | 146 | 12 | 6 | 44 |
| 121 | Upland, Pa. | Grozier Theological Seminary (Bapt.) | Henry G. Weston. | 7 | 1 | 71 | 15 | 3 | 37 |
| 122 | Villanova, Pa. | Theological Department of the Augustinian College of St. Thomas of Villanova (R. C.). | Thomas Cooke Middleton, prefect of studies. | 4 | 1 | 14 | --- | 4 | 40 |
| 123 | Columbia, S. C. | Theological Department, Benedict College (Bapt.)* | C. E. Becker. | --- | --- | 43 | --- | --- | --- |
| 124 | do | Theological Department of Allen University (M. E.) | J. D. Tadlock. | 5 | 0 | 11 | 13 | 3 | 32 |
| 125 | do | Theological Seminary of the Synod of South Carolina and Georgia (Presb.).* | W. L. Pressly. | 3 | 0 | 11 | 5 | 2 | 36 |
| 126 | Due West, S. C. | Ersikine Theological Seminary (Asso. Ref. Presb.) | G. W. Holland. | 3 | 0 | 4 | 1 | 3 | 32 |
| 127 | Newberry, S. C. | Evangelical Lutheran Theological Seminary | (Temporarily suspended) | --- | --- | --- | --- | --- | --- |
| 128 | Orangeburg, S. C. | Baker Theological Institute (M. E.) | Geo. T. Newcomb. | 2 | 1 | 35 | 4 | 3 | 32 |
| 129 | Athens, Tenn. | School of Theology of U. S. Grant University (M. E.) | Nathan Green. | 4 | 3 | 36 | 16 | 2 | 40 |
| 130 | Lebanon, Tenn. | Theological School of Cumberland University (Cumb. Presb.). | J. Braden. | 1 | 3 | 34 | 0 | 2, 3 | 36 |
| 131 | Nashville, Tenn. | Theological Department, Central Tennessee College (M. E.). | Alfred Owen. | 1 | --- | 9 | --- | --- | --- |
| 132 | do | Theological Course Fisk University (Cong.) | Wilbur F. Tillett. | 2 | 0 | 22 | 0 | 3 | 35 |
| 133 | do | Theological Course of Roger Williams University, (Bapt.). | Telfair Hodgson. | 7 | 0 | 50 | 6 | 3 | 36 |
| 134 | do | Biblical Department of Vanderbilt University (M. E. So.). | B. D. Cockrill. | 5 | 2 | 19 | 7 | 3 | 40 |
| 135 | Sewanee, Tenn. | Theological Department of the University of the South (P. E.). | B. Charles White, intendant. | 2 | 2 | 25 | 1 | 2 | 39 |
| 136 | Tehuacana, Tex. | Trinity University (Cumb. Presb.). | C. H. Carey | 6 | 0 | 73 | 18 | 3 | 36 |
| 137 | Hamden Sidney, Va. | Union Theological Seminary (Presb. So.). | Joseph Packard. | 4 | 0 | 60 | 5 | 3 | 36 |
| 138 | Richmond, Va. | Richmond Theological Seminary (Bapt.) | H. A. Muehlmeier. | 7 | 0 | 63 | 13 | 3 | 40 |
| 139 | Theological Seminary, Va. | Protestant Episcopal Theological Seminary in Virginia. | A. Hoenecke. | 3 | 0 | 22 | 9 | 3 | 39 |
| 140 | Franklin, Wis. | Mission House of the Reformed Church in the United States. | Walter Russell Gardner. | 3 | 0 | 32 | 7 | 3 | 39 |
| 141 | Milwaukee, Wis. | Evangelical-Lutheran Theological Seminary of the Synod of Wisconsin. | J. Rainer. | 5 | 0 | 25 | 5 | 3 | 32 |
| 142 | Nashotah, Wis. | Nashotah House (P. E.). | --- | 13 | 0 | 260 | 32 | 3 | 45 |
| 143 | St. Francis, Wis. | Provincial Seminary of St. Francis of Sales (R. C.) | --- | --- | --- | --- | --- | --- | --- |

* For 1899-90.

TABLE 16.—Statistics of schools of law for the year 1890-91.

| | Post-office address. | Name. | Dean. | Professors and instructors. | | Students. | | Length of course. | |
|----|--|--|---------------------------|---|------------------------|---|---|--|------------------------------|
| | | | | Resi- dent in city or build- ing con- tain- ing insti- tution. | Non- resi- dent. | Differ- ent per- sons at ma- tricu- lating dur- ing year. | Gradu- ates at close of year. | Years in course of school. | Weeks in each year. |
| | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | | 1 | | | | | | | |
| 1 | University Post-office, Ala. | Law School of the University of Alabama. | Richard C. Jones. | 3 | 0 | 30 | 20 | 1 | 36 |
| 2 | Little Rock, Ark. | Little Rock University.* | Francis M. Fulk | *3 | | 30 | *1 | 2 | 12 |
| 3 | San Francisco, Cal. | Hastings College of the Law (Department of the Uni- versity of California). | C. F. D. Hastings | 4 | 0 | 84 | 21 | 3 | 36 |
| 4 | New Haven, Conn. | Law Department of Yale University | Francis Wayland | 25 | 0 | 116 | 55 | 2 | 33 |
| 5 | Washington, D. C. | Columbian University Law School | H. G. Hodgkins, register | 7 | 1 | 306 | 107 | 2 | 33 |
| 6 | do. | Law Department of Howard University | B. F. Leighton | 5 | 1 | 63 | 13 | 3 | 32 |
| 7 | do. | National University Law School | Samuel B. Miller | 9 | 1 | 125 | 55 | 3 | 32 |
| 8 | do. | School of Law, Georgetown University | Marvin F. Morris | 10 | 0 | 253 | 112 | 3 | 35 |
| 9 | Athens, Ga. | Law School of the University of Georgia | Andrew J. Cobb | 4 | 5 | 19 | 17 | 1 | 36 |
| 10 | Oxford, Ga. | Law Department of Emory College | James M. Pace | 2 | 0 | 0 | 0 | 1 | 34 |
| 11 | Bloomington, Ill. | Bloomington Law School (Department of Illinois Wes- leyan University). | Reuben M. Benjamin | 8 | 0 | 44 | 17 | 2 | 36 |
| 12 | Chicago, Ill. (40 Dearborn street). | Northwestern University Law School | Henry W. Bldgett | 17 | 17 | 155 | 60 | 3 | 36 |
| 13 | Lebanon, Ill. | Law Department of McKendree College | L. E. Emmons | 1 | 0 | 15 | 12 | 2 | 36 |
| 14 | Quincy, Ill. | Chaddock School of Law | David D. Banta | 4 | 0 | 10 | 0 | 2 | 36 |
| 15 | Bloomington, Ind. | Indiana University Law School | Augustus Lynch Mason | 2 | 4 | 49 | 7 | 2 | 36 |
| 16 | Greencastle, Ind. | School of Law, De Pauw University | William Hoynes | 3 | 4 | 34 | 25 | 3 | 36 |
| 17 | Notre Dame, Ind. | Law Department, University of Notre Dame | Josiah Given | 4 | 6 | 37 | 12 | 8 | 42 |
| 18 | Des Moines, Iowa. | Iowa College of Law | Emlin McClain, chancellor | 6 | 0 | 37 | 12 | 2 | 32 |
| 19 | Iowa City, Iowa. | Law Department of the State University of Iowa | James W. Green | 5 | 3 | 161 | 51 | 2 | 39 |
| 20 | Lawrence, Kans. | School of Law of the University of Kansas | Richard A. Haste | 3 | 1 | 51 | 22 | 2 | 38 |
| 21 | Wichita, Kans. | Law College of Garfield University | W. O. Harris | 10 | 0 | 20 | 7 | 2 | 40 |
| 22 | Louisville, Ky. | Fulane University, University of Louisville | Henry C. Miller | 3 | 0 | 29 | 12 | 2 | 38 |
| 23 | New Orleans, La. | Law Department, University of Maryland | George William Dobbin(b) | 5 | 0 | 57 | 25 | 1 | 26 |
| 24 | Baltimore, Md. | Law School of the University of Maryland | Edmund H. Bennett | 7 | 0 | 100 | 22 | 3 | 34 |
| 25 | Boston, Mass. | Boston University School of Law | C. C. Langdell | 19 | 3 | 195 | 40 | 3 | 36 |
| 26 | Cambridge, Mass. | Law School of Harvard University | | 19 | 0 | 279 | 46 | 3 | 36 |
| 27 | Ann Arbor, Mich. | Law Department of the University of Michigan | Jerome C. Knowlton | 8 | 8 | 587 | 279 | 2 | 36 |

| | | | | | | | | | |
|----|-------------------------|---|--------------------------------|----|---|-----|----|------|----|
| 28 | Minneapolis, Minn. | Law Department of the University of Minnesota. | William S. Pattee | 9 | 8 | 176 | 49 | 2, 3 | 40 |
| 29 | University, Miss. | Law Department, University of Mississippi. | Edward Mayes | 3 | 2 | 23 | 10 | 2 | 36 |
| 30 | Columbia, Mo. | Law Department of Missouri State University. | Alexander Martin | 3 | 4 | 75 | 25 | 2 | 36 |
| 31 | St. Louis, Mo. | St. Louis Law School (Department of Washington University). | William G. Hammond | 8 | 0 | 81 | 21 | 2, 3 | 34 |
| 32 | Lincoln, Nebr. | College of Law, University of Nebraska ^c | William Henry Smith | 9 | 2 | 20 | 16 | 3 | 31 |
| 33 | Albany, N. Y. | Albany Law School (Department of Union University). | George W. Kirchwey | 23 | 0 | 50 | 14 | 2 | 38 |
| 34 | Buffalo, N. Y. | Buffalo Law School. | Charles Daniels | 7 | 7 | 122 | 49 | 2 | 36 |
| 35 | Ithaca, N. Y. | School of Law, Cornell University. | Douglass Boardman | 9 | 0 | 625 | 63 | 3 | 40 |
| 36 | New York, N. Y. | School of Law of Columbia College. | T. W. Dwight | 11 | 0 | 184 | 57 | 2 | 32 |
| 37 | do. | Law Department of the University of the City of New York. | David R. Jaques | 2 | 1 | 35 | 4 | 2 | 32 |
| 38 | Chapel Hill, N. C. | Law School of the University of North Carolina | John Manning | 5 | 0 | 153 | 87 | 2 | 20 |
| 39 | Cincinnati, Ohio | Law School of the Cincinnati College. | Jacob D. Cox | 4 | 0 | 36 | 9 | 2 | 32 |
| 40 | Portland, Oregon. | Law School of the University of Oregon | Richard H. Thornton | 4 | 0 | 6 | 2 | 2 | 30 |
| 41 | Salem, Oregon. | Willamette University | William Trickett | 4 | 8 | 17 | 0 | 2 | 35 |
| 42 | Carlisle, Pa. | Dickinson School of Law | C. Stuart Patterson | 7 | 0 | 176 | 50 | 2 | 23 |
| 43 | Philadelphia, Pa. | Department of Law of the University of Pennsylvania. | Thomas A. Saxon | 1 | 0 | 20 | 4 | 2 | 32 |
| 44 | Columbia, S. C. | Law School of Allen University | Nathan Green | 2 | 0 | 58 | 43 | 1 | 40 |
| 45 | do. | School of Law of University of South Carolina. | E. L. Gregory | 3 | 0 | 7 | 2 | 2 | 36 |
| 46 | Lebanon, Tenn. | Law School of Cumberland University | Henry H. Ingersoll | 3 | 0 | 44 | 20 | 2 | 40 |
| 47 | Nashville, Tenn. | Law Department of Central Tennessee College. | James B. Clark, secretary. | 2 | 0 | 13 | 7 | 2 | 40 |
| 48 | do. | Law Department of Vanderbilt University | John Randolph Tucker | 2 | 0 | 76 | 26 | 2 | 32 |
| 49 | Austin, Tex. | Law Department of the University of Tennessee. | William M. Thornton, chairman. | 3 | 0 | 135 | 31 | 1 | 39 |
| 50 | Lexington, Va. | Law School of Washington and Lee University | E. M. Turner | 2 | 0 | 25 | 62 | 1 | 36 |
| 51 | University Station, Va. | University of Virginia | Edwin E. Bryant | 6 | 3 | 118 | 2 | 2 | 37 |
| 52 | Morgantown, W. Va. | Law Department of West Virginia University | | | | | | | |
| 53 | Madison, Wis. | College of Law, University of Wisconsin. | | | | | | | |
| 54 | | | | | | | | | |

* For 1893-90.

^a Two years for undergraduates and one year for graduates.^c This school was opened in 1889 under the name of Central Law College; in September, 1891, it was reopened under the title given in the table. No statistics for 1890-91 are furnished.^b The office has been vacant since Mr. Dobbin's death, May 29, 1891.

TABLE 17.—*Colleges of agriculture and the mechanic arts endowed by act of Congress of July 2, 1882 (the national land grant act) and further endowed by the act of Congress of August 30, 1890; also agricultural experiment stations endowed by act of Congress of March 2, 1887, when attached to said colleges.—Statistics for the year ended June 30, 1892—PART I.**

| Institution and post-office. | Presidents. | Staff of experiment station. | Faculty. | | | | Students. | | | | Property. | | | |
|---|-----------------------------|------------------------------|----------|---|-----------|--|--------------|-----------|-------------|-----------|-----------|--------------------------|----------------------|-----------------------------------|
| | | | Males. | | Fe-males. | | Preparatory. | | Collegiate. | | Library. | Acres under cultivation. | Value of farm lands. | Value of buildings and equipment. |
| | | | 4 | 5 | | | Males. | Fe-males. | Males. | Fe-males. | | | | |
| 1 | 2 | 3 | 4 | 5 | | | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 14 |
| Alabama Agricultural and Mechanical College, Auburn. | William Leroy Brown. | 12 | 27 | | | | 30 | | 225 | | 6,977 | 14,490 | 175 | \$3,100.00 |
| University of Arizona (Agricultural and Mechanical Department), Tucson. | Merrill P. Freeman. | 10 | 8 | 1 | | | 12 | 10 | 5 | 4 | 600 | 500 | 65 | 9,255.00 |
| Arkansas Industrial University, Fayetteville. | E. H. Murfee. | 7 | 10 | | | | 96 | | 39 | | 6,000 | 5,000 | 60 | |
| University of California (Agricultural and Mechanical Department), Berkeley. | Martin Kellogg. | 13 | 35 | | | | | | 35 | 4 | 48,235 | 22,687 | 125 | 1,032,082.00 |
| Colorado Agricultural College, Fort Collins. | James W. Lawrence. | 14 | 10 | 2 | | | 21 | 4 | 80 | 41 | 3,918 | 6,880 | 160 | 30,000.00 |
| Shenfield Scientific School (Yale University), New Haven, Conn. | George J. Brush (director). | | 40 | | | | | | 461 | | 6,000 | 50 | | 450,000.00 |
| Delaware College (Agricultural and Mechanical Department), Newark. | A. N. Raub. | 6 | 4 | | | | 11 | | 11 | | 5,475 | 4,079 | 10 | 3,000.00 |
| Florida Agricultural College, Lake City. | F. L. Kern. | 7 | 10 | | | | 61 | | 49 | | 3,600 | 3,000 | 60 | 5,800.00 |
| State College of Agriculture and the Mechanic Arts (University of Georgia), Athens. | H. C. White. | | 17 | | | | | | 185 | | 25,000 | 6,500 | | |
| University of Illinois (Agricultural and Mechanical Department), Urbana. | Thomas J. Burrill (acting). | 10 | 37 | | | | 82 | 1 | 230 | | 21,820 | 5,000 | 1,010 | 150,000.00 |
| Purdue University of Indiana, La Fayette. | James H. Smart. | 8 | 29 | 5 | | | 92 | 5 | 329 | | 5,748 | | 1,010 | 150,000.00 |
| Iowa Agricultural College, Ames. | W. M. Beardshear. | | | | | | | | | | | | | |
| Kansas Agricultural College, Manhattan. | George T. Fairchild. | 11 | 12 | 5 | | | 402 | 182 | 402 | 182 | 12,170 | 3,550 | 230 | 24,000.00 |
| Kentucky Agricultural and Mechanical College, Lexington. | James K. Patterson. | 6 | 16 | | | | 96 | | 33 | 19 | 2,100 | | 45 | 25,000.00 |

| | | | | | | | | | |
|---|-------|-------|-------|-------|--------|---------|--------|-------|-------------|
| Louisiana State University (Agricultural and Mechanical Department), Baton Rouge. | 19 | 17 | 108 | 44 | 18,000 | 1,000 | ----- | ----- | ----- |
| Maine Agricultural and Mechanical College, Orono. | 10 | 17 | ----- | 108 | 3 | 7,374 | 1,612 | 150 | \$12,000.00 |
| Maryland Agricultural College, College Park. | 5 | 10 | ----- | 65 | ----- | 500 | ----- | 140 | 28,600.00 |
| Massachusetts Agricultural College, Amherst. | 9 | 13 | ----- | 178 | ----- | 11,640 | ----- | 200 | 37,400.00 |
| Massachusetts Institute of Technology, Boston. | ----- | 101 | 1 | 985 | 26 | 21,373 | 10,000 | ----- | ----- |
| Michigan State Agricultural College, Lansing. | 18 | 24 | ----- | 317 | 28 | 15,985 | 3,000 | 500 | 47,320.00 |
| University of Minnesota (Agricultural and Mechanical Department), Minneapolis. | 6 | 28 | 160 | 153 | ----- | 28,100 | 9,000 | 250 | 500,000.00 |
| Agricultural and Mechanical College of Mississippi, Agricultural College Post-office. | 5 | 19 | 125 | 185 | ----- | 3,456 | 3,531 | 400 | 50,500.00 |
| University of Missouri (Agricultural and Mechanical Department), Columbia. | 6 | 25 | ----- | 213 | 75 | ----- | ----- | 175 | 60,000.00 |
| University of Nebraska (Agricultural and Mechanical Department), Lincoln. | 13 | 20 | 2 | 130 | 23 | 3,018 | 1,820 | 354 | 13,000.00 |
| State University of Nevada (Agricultural and Mechanical Department), Reno. | 5 | 11 | 1 | 27 | 22 | 3,000 | 1,800 | ----- | ----- |
| New Hampshire College of Agriculture and Mechanic Arts, Hanover. | 7 | 10 | ----- | 33 | 8 | ----- | ----- | 37 | 10,000.00 |
| Rutgers Scientific School, New Brunswick, N. J. | 9 | 21 | 151 | 134 | ----- | 27,568 | 5,000 | ----- | ----- |
| College of Agricultural and Mechanic Arts, Las Cruces, N. Mex. | 7 | 8 | 3 | 28 | 3 | 1,451 | 100 | 60 | 10,000.00 |
| Agricultural College of Cornell University, Ithaca, N. Y. | 14 | 37 | ----- | 507 | 3 | 112,315 | 25,240 | ----- | 99,093.91 |
| Agricultural College of North Carolina, Raleigh. | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| North Dakota Agricultural College, Fargo. | 10 | 13 | 2 | 27 | 3 | 1,154 | 1,450 | 640 | 19,200.00 |
| Ohio State University (Agricultural and Mechanical Department), Columbus. | ----- | 46 | 1 | 265 | 5 | 11,916 | ----- | ----- | ----- |
| Oklahoma Agricultural and Mechanical College, Stillwater. | 3 | 6 | 38 | 34 | ----- | 1,027 | 200 | 104 | 10,000.00 |
| State Agricultural College of Oregon, Corvallis. | 6 | 9 | 1 | 92 | 30 | 1,553 | 500 | 150 | 25,000.00 |

*Since many States did not receive their funds under the act of 1890 till late in 1890-91, a table for that year would be very incomplete. Accordingly, the statistics for 1891-92 are here given. For the year 1892-93 the States of Idaho, Montana, South Carolina, and Washington will be added to the list.

TABLE 17.—Colleges of agriculture and the mechanic arts endowed by act of Congress of July 2, 1862, etc.—Part I—Continued.

| Institution and post-office. | Presidents. | Staff or exper- iment station. | Students. | | | | | | Property. | | | | |
|---|--------------------|-----------------------------------|-----------|---------------|--------------|---------------|-------------|---------------|-----------|-------------------------------------|-------------------------|---|---------------|
| | | | Faculty. | | Preparatory. | | Collegiate. | | Library. | Acres under culti- vation. | Value of farm lands. | Value of build- ings and equip- ment. | |
| | | | Males. | Fe- males. | Males. | Fe- males. | Males. | Fe- males. | | | | | |
| | | | | | | | | | Males. | Fe- males. | Males. | Fe- males. | Vol- umes. | Pan- phlets. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| State College of Pennsylvania, State College. | George W. Atherton | 13 | 23 | 3 | 69 | 17 | 145 | 11 | | | | | |
| Brown University (Agricultural and Mechanical Department), Providence, R. I. | E. Benj. Andrews | | 26 | | | | 320 | | 72,000 | 20,000 | | | |
| State Agricultural College of South Dakota, Brookings. | Lewis McLouth | 13 | 18 | 5 | 50 | 41 | 115 | 73 | 2,855 | 6,000 | 350 | \$15,000.00 | \$21,200.00 |
| University of Tennessee (Agricul- tural and Mechanical Depart- ment), Knoxville. | Charles W. Dabney | 7 | 23 | | 12 | | 222 | | 6,705 | 3,200 | 120 | 175,000.00 | 53,870.00 |
| Agricultural and Mechanical Col- lege of Texas, College Station. | L. S. Ross | 7 | 15 | | 94 | | 237 | | 6,000 | 2,500 | 225 | 16,912.00 | 55,707.10 |
| Agricultural College, Logan, Utah. | J. W. Sanborn | 5 | 11 | 4 | | | 100 | 40 | 1,800 | 375 | 86 | 21,600.00 | 88,500.00 |
| University of Vermont and State Agricultural College, Burlington. | M. H. Buckham | 9 | 18 | | | | 113 | | 44,283 | | 120 | 13,400.00 | 68,852.00 |
| Virginia Agricultural and Mechan- ical College, Blacksburg. | J. M. McBryde | 9 | 16 | | | | 116 | | 2,500 | 300 | 275 | 25,000.00 | 41,000.00 |
| University of West Virginia (Agricul- tural and Mechanical Depart- ment), Morgantown. | E. M. Turner | 5 | 19 | | 4 | | 2210 | 10 | 5,518 | | | | |
| University of Wisconsin (Agricul- tural and Mechanical Depart- ment), Madison. | T. C. Chamberlain | 8 | 21 | | | | 145 | | | | | | |
| University of Wyoming (Agricul- tural and Mechanical Depart- ment), Laramie. | A. A. Johnson | 6 | 6 | 1 | 41 | | 10 | | 2,085 | 1,200 | 280 | 8,600.00 | 81,832.69 |

aAcademic students. Classes in agriculture and mechanic arts not yet organized.

TABLE 17.—*Colleges of agriculture and the mechanic arts endowed by act of Congress, etc.—PART II.*

| Institution and post-office. | Receipts. | | | | Expenditures. | | |
|---|---|---|---|--|------------------------------------|--------------------------|------------------------|
| | From the State, endowment, fees, and other sources. | From United States land grant, act of 1862. | For experiment station, act of United States, 1887. | From United States endowment, act of 1890. | For agriculture and mechanic arts. | For experiment station. | For other departments. |
| I | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| Alabama Agricultural and Mechanical College, Auburn—University of Arizona (Agricultural and Mechanical Department), Tucson. | \$20,382.47 25,354.06 | \$20,280.00 | \$15,000.00 15,000.00 | \$27,103.76 17,000.00 | \$45,739.13 36,251.41 | \$25,584.17 15,000.00 | \$25,179.06 |
| Arkansas Industrial University, Fayetteville. | 28,725.00 | 10,400.00 | 15,000.00 | 24,000.00 | 14,416.79 | 15,000.00 | 9,800.00 |
| University of California (Agricultural and Mechanical Department), Berkeley. | 4193,688.60 | 42,266.81 | 15,000.00 | 33,000.00 | 66,277.77 | 14,797.74 | 151,692.19 |
| Colorado Agricultural College, Fort Collins. | 62,259.44 | 5,499.42 | 15,000.00 | 17,000.00 | 84,708.69 | 15,000.00 | 43.17 |
| Sheffield Scientific School (Yale University), New Haven, Conn. | 69,110.75 | 6,531.75 | ----- | 17,000.00 | 103,612.63 | ----- | ----- |
| Delaware College (Agricultural and Mechanical Department) Newark. | 26,675.54 | 4,980.00 | 15,000.00 | 13,600.00 | 20,849.82 | 15,000.00 | 6,020.48 |
| Florida Agricultural College, Lake City. | ----- | 9,944.65 | 15,000.00 | 8,500.00 | 16,795.63 | 15,000.00 | 1,650.00 |
| State College of Agriculture and the Mechanic Arts, (University of Georgia), Athens. | 1,850.00 | 16,954.14 | ----- | 17,000.00 | 25,500.80 | ----- | 7,990.00 |
| University of Illinois (Agricultural and Mechanical Department), Urbana. | 93,799.87 | 25,254.37 | 15,000.00 | 33,000.00 | 135,883.92 | 15,000.00 | 7,023.88 |
| Purdue University of Indiana, LaFayette. | 56,200.00 | 17,000.00 | 15,000.00 | 17,000.00 | 85,291.23 | 16,994.02 | ----- |
| Iowa Agricultural College, Ames. | 19,683.48 | 29,633.83 | 15,000.00 | 17,000.00 | 70,230.38 | 15,000.00 | 175.01 |
| Kansas Agricultural College, Manhattan | 36,401.21 | 9,900.00 | 15,000.00 | 28,215.00 | 73,721.96 | 15,000.00 | 6,068.04 |
| Kentucky Agricultural and Mechanical College, Lexington. | ----- | ----- | 15,000.00 | 23,732.66 | 19,656.56 | 15,000.00 | 25,887.70 |
| Louisiana State University (Agricultural and Mechanical Department), Baton Rouge. | 31,988.95 | ----- | 15,000.00 | 23,732.66 | 19,656.56 | 15,000.00 | ----- |
| Maine Agricultural and Mechanical College, Orono | 62,373.34 | 6,455.00 | 15,000.00 | 17,000.00 | 85,103.33 | 15,000.00 | ----- |
| Maryland Agricultural College, College Park | 15,285.02 | 6,142.30 | 15,000.00 | 17,000.00 | 50,319.01 | 15,000.00 | ----- |
| Massachusetts Agricultural College, Amherst | 38,714.93 | 6,400.00 | 15,000.00 | 32,000.40 | 33,911.01 | 15,103.89 | ----- |
| Massachusetts Institute of Technology, Boston | 226,583.00 | 5,288.33 | ----- | 1,600.00 | 232,462.95 | ----- | ----- |
| Michigan State Agricultural College, Lansing. | 45,394.87 | 23,153.78 | 15,000.00 | 17,000.00 | 95,687.99 | 16,349.01 | ----- |
| University of Minnesota (Agricultural and Mechanical Department), Minneapolis. | 4196,445.00 | 20,500.00 | 15,000.00 | 19,296.00 | 44,618.59 | 24,530.00 | 170,716.72 |
| Agricultural and Mechanical College of Mississippi, Agricultural College Post-office. | 25,821.25 | 4,928.75 | 15,000.00 | 7,621.37 | 41,247.20 | 15,000.00 | ----- |
| University of Missouri (Agricultural and Mechanical Department), Columbia. | 37,589.00 | 25,617.50 | 15,000.00 | 31,163.10 | 57,227.01 | 15,000.00 | ----- |
| University of Nebraska (Agricultural and Mechanical Department), Lincoln. | 20,000.00 | ----- | 15,000.00 | 17,000.00 | 17,003.00 | 15,000.00 | 10,000.00 |

a Apparently for University.

TABLE 17.—*Colleges of agriculture and the mechanic arts endowed by act of Congress, etc.*—PART II—Continued.

| Institution and post-office. | Receipts. | | | | Expenditures. | | |
|---|---|---|---|--|-------------------------------------|-------------------------|------------------------|
| | From the State, endowment, fees, and other sources. | From United States land grant, act of 1862. | For experiment station, act of United States, 1887. | From United States endowment, act of 1890. | For agricultural and mechanic arts. | For experiment station. | For other departments. |
| 1 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| State University of Nevada (Agricultural and Mechanical Department), Reno. | | | | | | | |
| New Hampshire College of Agriculture and Mechanic Arts, Hanover. | \$77,422.17 | \$4,800.00 | \$15,000.00 | \$17,000.00 | \$69,532.99 | \$35,511.83 | |
| Rutgers Scientific School, New Brunswick, N. J. | 12,674.02 | 6,960.00 | 15,000.00 | 17,000.00 | 31,634.02 | 15,000.00 | \$5,000.00 |
| College of Agricultural and Mechanic Arts, Las Cruces, N. Mex. | 7,090.45 | | 15,000.00 | 17,000.00 | 21,787.42 | 15,051.20 | |
| Agricultural College of Cornell University, Ithaca, N. Y. | \$527,207.35 | 19,000.00 | 15,401.93 | 17,000.00 | 130,255.24 | 14,823.79 | 493,455.78 |
| North Dakota Agricultural College, Fargo. | 27,111.70 | | 15,000.00 | 32,000.00 | 27,671.17 | 15,500.00 | |
| Ohio State University (Agricultural and Mechanical Department), Columbus. | 50,202.30 | 32,691.98 | | 17,000.00 | 113,904.93 | | 5,000.00 |
| Oklahoma Agricultural and Mechanical College, Stillwater. | | | 15,000.00 | 17,000.00 | 17,000.00 | 15,000.00 | |
| State Agricultural College of Oregon, Corvallis. | 4,249.54 | 9,717.42 | 15,000.00 | 17,000.00 | 30,995.96 | 15,000.00 | |
| State College of Pennsylvania, State College. | | | | | | | |
| Brown University (Agricultural and Mechanical Department), Providence, R. I. | | | (b) | (b) | | | |
| State Agricultural College of South Dakota, Brookings. | 11,979.72 | | 15,000.00 | 35,088.40 | 40,890.52 | 15,000.00 | |
| University of Tennessee (Agricultural and Mechanical Department), Knoxville. | 25,988.43 | 23,750.00 | 15,000.00 | 17,000.00 | 53,570.07 | 15,131.82 | 1,040.41 |
| Agricultural and Mechanical College of Texas, College Station. | 106,552.04 | 14,280.00 | 18,539.43 | 12,730.00 | 28,969.17 | 18,368.74 | 97,280.69 |
| Agricultural College, Logan, Utah. | | | | | | | |
| University of Vermont and State Agricultural College, Burlington. | 110,269.35 | | 15,000.00 | 17,000.00 | 30,266.49 | 15,987.86 | |
| Virginia Agricultural and Mechanical College, Blacksburg. | 32,422.54 | 8,130.00 | 15,000.00 | 17,000.00 | 31,130.00 | 21,466.26 | 32,067.22 |
| University of West Virginia (Agricultural and Mechanical Department), Morgantown. | 12,424.18 | 20,668.72 | 15,000.00 | 11,333.33 | 45,592.78 | 17,221.04 | |
| University of Wisconsin (Agricultural and Mechanical Department), Madison. | 46,708.69 | 5,400.00 | 15,000.00 | 39,000.00 | | 16,076.97 | 46,512.91 |
| University of Wyoming (Agricultural and Mechanical Department), Laramie. | | | | | | | |
| | 34,977.61 | | 15,000.00 | 17,000.00 | 30,777.05 | 15,175.94 | 15,486.16 |

a Apparently for university. b Experiment station not connected with Brown University. Fund of 1890 held by injunction in State treasury.

TABLE 18.—*Institutions for the education of colored students in agriculture and the mechanic arts, receiving the benefits of the act of Congress of August 30, 1890.—Statistics of the year ended June 30, 1892.**

| Institution and post-office. | President. | Faculty. | | Students. | | | | Property. | | | | | Receipts. | | | Total expenditures. | |
|---|---------------------|----------|---------|-----------------------------------|---------|-------------------|---------|-----------|------------|--------------------------|----------------------|--|---|--|---|---------------------|-----------|
| | | Male. | Female. | In agriculture and mechanic arts. | | In other courses. | | Library. | | Acres under cultivation. | Value of farm lands. | Value of all buildings and equipments. | From endowment, fees, the State, and other sources. | From United States land-grant act of 1892. | From United States endowment act of 1890. | | |
| | | | | Male. | Female. | Male. | Female. | Volumes. | Pamphlets. | | | | | | | | |
| State Normal and Industrial School, Normal, Ala. | William H. Council. | 11 | 9 | 134 | 5 | 115 | 113 | 1,120 | 1,325 | 175 | \$1,000.00 | \$15,093.00 | \$19,101.08 | --- | \$7,442.24 | \$24,029.73 | |
| Branch Normal College (Arkansas Industrial University), Pine Bluff, Ark. | J. C. Corbin. | 5 | 1 | --- | --- | 158 | 75 | 2,739 | 391 | 20 | --- | 18,500.00 | 14,862.85 | --- | 9,000.00 | 15,130.95 | |
| Agricultural College for Colored Students, Dover, Del. | Wesley Webb | 4 | --- | 11 | --- | --- | --- | --- | --- | 90 | 5,000.00 | 15,700.00 | 8,000.00 | --- | 9,600.00 | 17,600.00 | |
| State Normal School, Tallahassee, Fla. | T. De S. Tucker | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Georgia Industrial College for Colored Youth (University of Georgia), Savannah, Ga. | R. R. Wright | 6 | --- | 10 | --- | 232 | --- | --- | --- | --- | --- | --- | 7,375.20 | --- | 16,000.00 | 23,729.78 | |
| State Normal College, Frankfort, Ky. | John H. Jackson | 4 | 1 | 245 | 264 | 35 | 77 | 123 | 3 | 4 | 1,000.00 | 14,500.00 | 3,000.00 | --- | 2,320.00 | 7,500.95 | |
| Southern University, New Orleans, La. | H. A. Hill | 5 | 7 | 271 | 1 | 152 | 273 | --- | --- | 100 | --- | 33,194.00 | 12,005.55 | --- | 24,207.34 | 25,370.75 | |
| Eastern Branch (Maryland Agricultural College), Saulsbury, Md. | B. O. Bird | 10 | 1 | 54 | 36 | --- | --- | --- | --- | 120 | 90 | 3,000.00 | 8,350.00 | 775.00 | 3,152.57 | 3,927.57 | |
| Alcorn Agricultural and Mechanical College, Rodney, Miss. | John H. Burrus | 19 | --- | 185 | --- | 2125 | --- | 2,857 | 2,747 | 80 | 2,500.00 | 51,400.00 | 14,170.85 | \$5,078.75 | 9,378.63 | 23,294.63 | |
| Lincoln Institute, Jefferson City, Mo. | Imman E. Page | 6 | 2 | 124 | --- | --- | --- | --- | --- | 14 | 1 | 20 | 2,350.00 | 19,525.00 | 23,035.24 | 2,676.09 | 24,841.16 |
| Shaw University (Agricultural and Mechanical Annex), Raleigh, N. C. | N. M. Tupper | 5 | --- | 200 | --- | --- | --- | --- | --- | --- | --- | --- | 613,500.00 | --- | 5,965.30 | 3,426.75 | |
| Claflin University, Orangeburg, S. C. | L. M. Dunton | 19 | 8 | 2186 | 2125 | 150 | 123 | 1,400 | --- | 120 | 640,000.00 | 65,230.00 | 17,000.00 | 5,700.00 | --- | 22,700.00 | |

* See foot note on page 1443.

a Preparatory students.

c Mostly preparatory.

b Of which \$11,000 was for site and buildings of the new agricultural and mechanical college at Greensboro.

TABLE 18.—*Institutions for the education of colored students in agriculture and the mechanic arts, receiving the benefits of the act of Congress of August 30, 1890, 1890.—Statistics of the year ended June 30, 1892—Continued.*

| Institution and post-office. | President. | Faculty. | | | | Students. | | | | Property. | | | | Receipts. | | | Total expenditures. |
|--|-----------------|----------|----|---------|-----|--|--|----------------------|-----|-----------|-------------------------------|----------------------|--|---|--|---|---------------------|
| | | Male. | | Female. | | In agricul- ture and mechanic arts. | | In other courses. | | Library. | Acres under cultiva- tion. | Value of farm lands. | Value of all build- ings and equip- ments. | From endowment, fees, the State, and other sources. | From United States land-grant act of 1862. | From United States endowment act of 1890. | |
| | | | | | | | | | | | | | | | | | |
| Prairie View Normal School, Hempstead, Tex. | L. C. Anderson | | | | | | | | | | | | | | | | |
| Hampton Normal Institute, Hampton, Va. | S. C. Armstrong | 20 | 60 | 429 | 257 | | | 6,345 | 348 | 400 | \$30,000.00 | \$516,000.00 | \$116,619.09 | \$10,322.36 | \$5,666.67 | \$120,290.98 | |
| West Virginia Institute, Farm, Kanawha County, W. Va. | J. E. Campbell | 2 | | 5 | 15 | | | | | 25 | 2,250.00 | 11,214.00 | 11,813.00 | | 9,000.00 | 2,114.57 | |

TABLE 19.—*Scientific schools and institutes of technology.*—Statistics for the year ended June 30, 1891.

[NOTE.—For schools of science endowed with the national land grant see preceding table.]

| Post-office address. | Name. | President or director. | Professors and in- structors. | | Students in— | | | | | |
|----------------------|---|----------------------------|----------------------------------|----|-------------------------|-----|------------------------|---------|---------------------------|---------|
| | | | | | Preparatory department. | | Collegiate department. | | Post-graduate department. | |
| | | | | | | | Male. | Female. | Male. | Female. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Ontario, Cal. | Chaffee College of Agriculture (University of Southern California) | William T. Randall | 7 | 0 | 60 | 40 | 0 | 0 | 3 | 4 |
| San Francisco, Cal. | Cogswell Polytechnic College | James G. Kennedy | 12 | 0 | 160 | 145 | 0 | 0 | 0 | 0 |
| Golden, Colo. | School of Mines of the State of Colorado | Regis Chauvenet | 0 | 7 | 0 | 0 | 82 | 0 | 0 | 0 |
| Storrs, Conn. | Storrs Agricultural School | B. F. Koons | 0 | 5 | | | 51 | 3 | 0 | 0 |
| Washington, D. C. | Corcoran Scientific School of the Columbian University | E. T. Fristoe | 0 | 17 | 0 | 0 | 103 | 7 | 0 | 0 |
| Atlanta, Ga. | State School of Technology* | Isaac S. Hopkins | 0 | 14 | 0 | 0 | 148 | 0 | 0 | 0 |
| Terre Haute, Ind. | Rose Polytechnic Institute | Henry T. Eddy | 0 | 17 | 0 | 0 | 162 | 0 | 1 | 0 |
| Cambridge, Mass. | Lawrence Scientific School of Harvard University | W. S. Chapin, dean. | 0 | 45 | 0 | 0 | 90 | 0 | 0 | 0 |
| Jamaica Plain, Mass. | The Bussey Institution (Harvard University) | F. H. Storer, dean. | 0 | 6 | 0 | 0 | 12 | 0 | 0 | 0 |
| Worcester, Mass. | Worcester Polytechnic Institute | Homer T. Fuller | 0 | 29 | 0 | 0 | 153 | 0 | 3 | 0 |
| Houghton, Mich. | Michigan Mining School | M. E. Wadsworth | 0 | 9 | 0 | 0 | 58 | 0 | 5 | 0 |
| St. Louis, Mo. | Polytechnic School of Washington University | C. M. Woodward | 0 | 22 | 0 | 0 | 70 | 0 | 0 | 0 |
| Hanover, N. H. | Chandler Scientific Department of Dartmouth College. | E. R. Ruggles | 0 | 11 | 0 | 0 | 63 | 0 | 8 | 0 |
| Do. | Thayer School of Civil Engineering (Dartmouth College; post-graduate course). | Robert Fletcher | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hoboken, N. J. | Stevens Institute of Technology | Henry Morton | 14 | 17 | 240 | 0 | 215 | 0 | 3 | 0 |
| Princeton, N. J. | John C. Green School of Science of the College of New Jersey. | Francis L. Patton | 0 | 34 | 0 | 0 | 155 | 0 | 0 | 0 |
| New York, N. Y. | School of Mines of Columbia College | Charles F. Chandler, dean. | 0 | 62 | 0 | 0 | 242 | 0 | 35 | 0 |
| Troy, N. Y. | Rensselaer Polytechnic Institute | John Hudson Peck | 0 | 18 | 0 | 0 | 189 | 0 | 0 | 0 |
| Cleveland, Ohio | Case School of Applied Science | Cady Staley | 0 | 11 | 0 | 0 | 100 | 0 | 0 | 0 |
| Lexington, Va. | Virginia Military Institute | Scott Shipp | 0 | 13 | 0 | 0 | 290 | 0 | 0 | 0 |
| Northfield, Vt. | Norwich University | Charles H. Lewis | 0 | 8 | 0 | 0 | 52 | 0 | 0 | 0 |

* For 1889-90.

TABLE 20.—Statistics of private manual training schools for 1890-91.

| Post-office. | Name of school. | Director. | Instructor. | | Pupils. | | | Expenditures for— | |
|--------------|-------------------------|--------------------------|-------------|---------|---------------|-------|---------|---------------------|------------------------|
| | | | Male. | Female. | In work-shop. | Male. | Female. | In manual training. | Buildings and repairs. |
| 1 | Denver, Colo. | E. L. Brother | 5 | 4 | 2 | 35 | 10 | 45 | 0 |
| 2 | Chicago, Ill. | Henry H. Belfield | 13 | 1 | 6 | 303 | 0 | 303 | \$20,000 |
| 3 | New Orleans, La. | John M. Ordway | 5 | 0 | 5 | 189 | 0 | 189 | 0 |
| 4 | McDonough, Md. | Duncan C. Lyle | 6 | 0 | 3 | 100 | 0 | 40 | 4,000 |
| 5 | Minneapolis, Minn. | William A. Pike | 7 | 0 | 5 | 85 | 25 | 110 | 9,000 |
| 6 | St. Louis, Mo. | C. M. Woodward | 11 | 2 | 6 | 289 | 0 | 289 | 18,990 |
| 7 | Brooklyn, N. Y. | William O. Pratt | 14 | 10 | 15 | 109 | 0 | 109 | 3,173 |
| 8 | New York, N. Y. | Henry M. Leinzig | 8 | 1 | 6 | 150 | 0 | 150 | 0 |
| 9 | Cincinnati, Ohio. | James B. Steinwood | 8 | 1 | 4 | 116 | 5 | 121 | 79 |
| 10 | Philadelphia, Pa. | T. M. Mitchell | 8 | 0 | 8 | 550 | 0 | 550 | 11,155 |
| | Total | | 85 | 19 | 60 | 1,936 | 40 | 1,906 | 43,069 |
| | | | | | | | | | 79,571 |

* For 1889-90.

TABLE 21.—Statistics of schools for training teachers under State or municipal control for 1890-91.

| Post-office. | Name. | Principal or president. | Appropriation from State, county, or city for— | | Teaching staff. | | Students. | | | | Length of professional course. | |
|-----------------------------------|---|---|--|----------------------------------|--------------------------------------|-------------------------------|-----------|---------|-----------|------------------|--------------------------------|----------------|
| | | | Support during year. | Building or repairs during year. | For students in professional course. | Wholly for other departments. | Male. | Female. | Graduate. | Nonprofessional. | Years in course. | Weeks in year. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 1 Birmingham, Ala. | Birmingham Normal Training School | Mrs. Ella N. Allen..... | \$1,000 | 0 | 1 | 0 | 0 | 10 | 6 | 0 | 1 | 36 |
| 2 Florence, Ala. | State Normal College..... | James K. Powers..... | 7,500 | 0 | 8 | 1 | 101 | 117 | 17 | 0 | 3 | 36 |
| 3 Jacksonville, Ala. | State Normal School..... | Carleton B. Gibson..... | 2,500 | 0 | 6 | 1 | 30 | 35 | 5 | 93 | 3 | 40 |
| 4 Livingston, Ala. | Alabama Normal School for Girls | Miss Julia S. Tutwiler..... | 2,689 | 0 | 6 | 3 | 0 | 35 | 14 | 85 | 4 | 36 |
| 5 Montgomery, Ala. | State Normal School for Colored Students | W. B. Patterson..... | 7,500 | \$3,000 | 0 | | 108 | 255 | | | | |
| 6 Normal, Ala. | Huntsville State Colored Normal and Industrial School. | William H. Council..... | 4,000 | 0 | 4 | 12 | 46 | 50 | 16 | 107 | 3 | 40 |
| 7 Troy, Ala. | State Normal College..... | Edwin R. Eldridge..... | 3,000 | 0 | 2 | 10 | 63 | 77 | 19 | 163 | 4 | 38 |
| 8 Tuskegee, Ala. | Tuskegee Normal and Industrial Institute | Brooker T. Washington..... | 3,250 | 0 | 31 | 0 | 250 | 200 | 24 | 230 | 4 | 36 |
| 9 Tempe, Ariz. | Arizona Territorial Normal School..... | Dayton A. Reed..... | 7,000 | 0 | 2 | 0 | 14 | 25 | 2 | 16 | 3 | 40 |
| 10 Pine Bluff, Ark. | Branch Normal College..... | J. C. Corbin..... | 4,973 | 0 | 5 | 0 | 43 | 21 | 11 | 0 | 2 | 40 |
| 11 Chicago, Cal. | State Normal School..... | Edward T. Pierce..... | 16,250 | 25,000 | 8 | 0 | 27 | 110 | 15 | 0 | 3 | 40 |
| 12 Los Angeles, Cal. | State Normal School..... | Ira More..... | 21,000 | 0 | 14 | 0 | 33 | 302 | 72 | 0 | 3 | 40 |
| 13 San Francisco, Cal. | Normal Class..... | Mrs. Mary W. Kincaid..... | (No data.) | 0 | 2 | 0 | 0 | 73 | 73 | 0 | 1 | 40 |
| 14 San Jose, Cal. | State Normal School..... | Charles W. Childs..... | 41,000 | 40,000 | 25 | 0 | 50 | 500 | 104 | 0 | 3 | 40 |
| 15 New Britain, Conn. | Normal Training School..... | Clarence F. Carroll..... | 20,000 | 25,000 | 24 | 0 | 1 | 371 | 77 | 0 | 2 | 40 |
| 16 New Haven, Conn. | Training Department of Welch Training School. | Misses M. R. Webster and B. E. Hoves..... | (No data.) | 0 | 19 | 0 | 0 | 33 | 27 | 0 | 1 | 40 |
| 17 Washington, D. C. | Washington Normal School..... | Miss Ida Gilbert Myers..... | (No data.) | 0 | 5 | 5 | 0 | 45 | 42 | 0 | 1 | 40 |
| 18 do. | Washington (Colored) Normal School..... | Miss Lucy E. Moten..... | (No data.) | 0 | 6 | 0 | 2 | 24 | 26 | 0 | 1 | 40 |
| 19 Da. Furniak Springs, Fla. | State Normal College (for white students) | H. N. Felkel..... | 4,000 | 0 | 3 | 1 | 57 | 43 | 6 | 0 | 2 | 34 |
| 20 Tallahassee, Fla. | Florida State Normal and Industrial College (for colored students). | F. De S. Tucker..... | 4,000 | 3,000 | 3 | 3 | 9 | 5 | 0 | 52 | 2 | 38 |
| 21 Carbondale, Ill. | Southern Illinois Normal University | Robert Allyn..... | 26,529 | 0 | 15 | 0 | 229 | 144 | 18 | 287 | 3 | 40 |
| 22 Englewood, Ill. | Cook County Normal School..... | Francis W. Parker..... | 43,000 | 4,000 | 26 | 0 | 20 | 195 | 69 | 0 | 1 | 40 |
| 23 Normal, Ill. | Illinois State Normal University..... | John W. Cook..... | 27,450 | 0 | 15 | 4 | 225 | 430 | 32 | 145 | 3 | 38 |
| 24 Indianapolis, Ind. | Indianapolis Normal School..... | M. E. Nicholson..... | (No data.) | 0 | 0 | 9 | 0 | 32 | 18 | 0 | 1 | 39 |

TABLE 21.—Statistics of schools for training teachers under State or municipal control for 1890-91—Continued.

| Post-office. | Name. | Principal or president. | Appropriation from State, county, or city for— | | Teaching staff. | | Students. | | | | Length of professional course. | |
|---|---------------------------------------|---------------------------------------|--|----------------------------------|--------------------------------------|-------------------------------|---------------|---------|------------------|------------------|--------------------------------|----|
| | | | Support during year. | Building or repairs during year. | For students in professional course. | Wholly for other departments. | Professional. | | Nonprofessional. | Years in course. | Weeks in year. | |
| | | | | | | | Male. | Female. | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 25 Terre Haute, Ind..... | Indiana State Normal School..... | William W. Parsons..... | \$30,000 | 0 | 21 | 0 | 400 | 600 | 42 | 0 | 3,4 | 39 |
| 26 Cedar Falls, Iowa..... | Iowa State Normal School..... | Homer H. Seeley..... | 17,500 (No data.) | 0 | 15 | 0 | 216 | 530 | 81 | 0 | 3,4 | 35 |
| 27 Sioux City, Iowa..... | Sioux City Training School..... | Sarah M. Row..... | (No data.) | 0 | 9 | 0 | 0 | 14 | 14 | 0 | 1 | 36 |
| 28 Woodbine, Iowa..... | Woodbine Normal School..... | Messrs. Kinney, Reddell and Reed..... | 4,000 | 2,400 | 6 | 0 | 80 | 120 | 10 | 25 | 2 | 40 |
| 29 Emporia, Kans..... | State Normal School of Kansas..... | A. R. Taylor..... | 922,175 | 0 | 17 | 0 | 414 | 630 | — | 25 | 3,4 | 40 |
| 30 Louisville, Ky..... | Louisville Normal School*..... | Hiram Roberts..... | 4,330 | 0 | 0 | 0 | 0 | 36 | 36 | 0 | 1 | 42 |
| 31 Natchitoches, La..... | Louisiana State Normal School..... | Thomas D. Boyd..... | 10,000 | 2,500 | 7 | 3 | 16 | 122 | 18 | 0 | 3 | 33 |
| 32 Castine, Me..... | State Normal School..... | Albert F. Richardson..... | 6,000 | 0 | 6 | 0 | 50 | 205 | 23 | 0 | 2 | 38 |
| 33 Farmington, Me..... | State Normal and Training School..... | George C. Purington..... | 6,740 | 279 | 8 | 0 | 32 | 154 | 28 | 0 | 2 | 33 |
| 34 Gorham, Me..... | State Normal School..... | William J. Corthell..... | 6,333 | 0 | 8 | 0 | 34 | 100 | 52 | 0 | 2 | 39 |
| 35 Portland, Me..... | Teachers' Practice School..... | Sarah M. Taylor..... | (No data.) | 0 | 3 | 0 | 0 | 10 | 10 | 0 | 2 | 33 |
| 36 Springfield, Me..... | Springfield Normal School..... | H. J. Piper..... | 1,000 | 0 | 3 | 0 | — | — | — | — | — | 22 |
| 37 Baltimore, Md..... | Maryland State Normal School..... | E. B. Prettyman..... | 10,500 | 0 | 9 | 0 | 20 | 215 | 64 | 96 | 3 | 36 |
| 38 Boston, Mass..... | Boston Normal School..... | Larkin Duntun..... | (No data.) | 0 | 31 | 0 | 188 | 65 | 0 | 1 | 1 | 40 |
| 39 do..... | Massachusetts Normal Art School..... | George H. Bartlett..... | 16,200 | 0 | 2 | 9 | 0 | 24 | 6 | 225 | 2 | 40 |
| 40 Bridgewater, Mass..... | State Normal School..... | Elizabeth Hammett..... | (No data.) | 0 | 2 | 0 | 18 | 0 | 12 | 0 | 1 | 40 |
| 41 Fall River, Mass..... | Fall River Training School..... | Ellen Hyde..... | 16,100 | 0 | 16 | 0 | 0 | 16 | 167 | 45 | 0 | 40 |
| 42 Framingham, Mass..... | State Normal School..... | Cora A. Newton..... | (No data.) | 0 | 2 | 0 | 0 | 11 | 5 | 0 | 1 | 41 |
| 43 Haverhill, Mass..... | Haverhill Training School..... | Lillie P. Shepard..... | (No data.) | 0 | 2 | 0 | 0 | 17 | 12 | 0 | 1 | 41 |
| 44 Lawrence, Mass..... | Lawrence Training School..... | Daniel B. Hagar..... | 15,000 | 1,500 | 13 | 0 | 0 | 269 | 65 | 0 | 2,4 | 40 |
| 45 Salem, Mass..... | State Normal School..... | Miss E. M. Reed..... | (No data.) | 0 | 1 | 0 | 0 | 16 | 16 | 0 | 1 | 40 |
| 46 Bay State Normal Training School*..... | Bay State Normal Training School..... | James C. Greenough..... | 213,700 | 0 | 8 | 0 | 6 | 135 | 24 | 0 | 2 | 40 |
| 47 Springfield, Mass..... | State Normal School..... | E. Harlow Russell..... | 13,150 | 0 | 9 | 0 | 2 | 168 | 0 | 39 | 2 | 40 |
| 48 Worcester, Mass..... | do..... | John M. B. Sill..... | 36,300 | 0 | 29 | 0 | 303 | 600 | 124 | 0 | 3,4 | 40 |
| 49 Ypsilanti, Mich..... | do..... | Edward Searing..... | 18,000 | 0 | 13 | 0 | 60 | 270 | 40 | 283 | 3,4 | 38 |
| 50 Mankato, Minn..... | do..... | do..... | 18,000 | 15,000 | 14 | 0 | 62 | 149 | 24 | 12 | 3,4 | 38 |
| 51 St. Cloud, Minn..... | do..... | Joseph Carnhart..... | 18,000 | 15,000 | 14 | 0 | 62 | 149 | 24 | 12 | 3,4 | 38 |

| | | | | | | | | | | | | |
|-----|-----------------------|---------------------------------------|---------------------|--------|--------|----|---|-----|-----|----|---|----|
| 123 | Fairmount, W. Va. | State Normal School | John H. Roemer | 4,000 | 35,000 | 7 | 2 | 140 | 100 | 17 | 3 | 33 |
| 124 | Glenville, W. Va. | do | Verona Mapel | 2,300 | 0 | 3 | 0 | 53 | 45 | 14 | 0 | 3 |
| 125 | Harpers Ferry, W. Va. | Storer College | N. C. Brackett | 630 | 0 | 8 | 0 | 89 | 95 | 13 | 0 | 36 |
| 126 | Huntington, W. Va. | Marshall College, State Normal School | Thomas E. Hodges | 3,000 | 1,703 | 4 | 0 | 41 | 78 | 7 | 3 | 40 |
| 127 | Shepherdstown, W. Va. | Shepherd College, State Normal School | Asa B. Bush | 2,200 | 300 | 4 | 1 | 35 | 37 | 4 | 3 | 40 |
| 128 | West Liberty, W. Va. | State Normal School | Robert A. Armstrong | 2,500 | 900 | 6 | 0 | 70 | 63 | 9 | 0 | 40 |
| 129 | Milwaukee, Wis. | do | J. J. Mapel | 16,479 | 0 | 7 | 4 | 16 | 68 | 25 | 0 | 40 |
| 130 | Oshkosh, Wis. | do | George S. Albee | 26,809 | 0 | 15 | 6 | 140 | 333 | 31 | 2 | 40 |
| 131 | Plattsville, Wis. | do | G. McGregor | 20,000 | 11 | 11 | 3 | 101 | 167 | 22 | 4 | 40 |
| 132 | Whitewater, Wis. | do | Albert Salisbury | 22,854 | 1,138 | 17 | 0 | 95 | 235 | 30 | 5 | 40 |

* For 1889-90. ^a This school has not answered the inquiries of the Bureau for two years. In the last report of the State superintendent of New Hampshire (1890) the students are given as 230, without distinction of sex, and the graduates as 64.

TABLE 22.—Statistics of schools for training teachers, not under State or municipal control, for 1890-91.

| Post-office address. | Name. | President or principal. | Teaching staff. | | Students. | | | | Length of course. | |
|---------------------------|---|-------------------------------------|-------------------------------------|--|---------------|--------|------------------------|------------------|-----------------------|-----|
| | | | For students in professional course | Wholly engaged in nonprofessional departments. | Professional. | | | Years in course. | Weeks in school year. | |
| | | | | | Men. | Women. | Graduates during year. | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Huntsville, Ala..... | Central Alabama Academy..... | A. W. McKinney..... | 4 | 0 | 83 | 130 | 1 | 0 | 3 | 36 |
| 2 Mobile, Ala..... | Emerson Normal Institute..... | Charles M. Stevens..... | 3 | 7 | 6 | 21 | 6 | 0 | 4 | 32 |
| 3 Southland, Ark..... | Southland College and Normal Institute..... | William Russell..... | 3 | 3 | 4 | 4 | 8 | 214 | 3 | 36 |
| 4 Oakland, Cal..... | Gilson's Normal and Special Training School..... | J. C. Gilson..... | 1 | 0 | 3 | 49 | 0 | 0 | 1 | 44 |
| 5 Stockton, Cal..... | Stockton Business College..... | W. C. Ramsey..... | 3 | 7 | 50 | 25 | 0 | 250 | 1 | 52 |
| 6 Jasper, Fla..... | Jasper Normal Institute..... | J. M. Guillian..... | 4 | 2 | 15 | 10 | 2 | 94 | 2 | 40 |
| 7 Augusta, Ga..... | Paine Institute..... | George Wms Walker..... | 6 | 1 | 25 | 21 | 10 | 39 | 4 | 32 |
| 8 Dixon, Ill..... | Northern Illinois Normal School..... | J. B. Dille..... | 12 | 10 | 225 | 350 | 31 | 0 | 4 | 40 |
| 9 Geneseo, Ill..... | Northwestern Normal..... | W. H. Campbell..... | 2 | 3 | 20 | 35 | 4 | 87 | 2 | 40 |
| 10 Oregon, Ill..... | Wells School for Teachers and School of Industrial Instruction..... | E. L. Wells..... | 2 | 0 | 25 | 89 | 0 | 54 | --- | 51 |
| 11 Danville, Ind..... | Central Normal College..... | J. A. Joseph..... | 15 | 0 | 900 | 350 | 105 | 0 | 4 | 48 |
| 12 Ladoga, Ind..... | Central Indiana Normal School..... | J. F. Warfel..... | 6 | 0 | 92 | 84 | 11 | 162 | 3 | 36 |
| 13 Mitchell, Ind..... | Southern Indiana Normal College..... | E. E. Urner and G. E. Williams..... | 6 | 0 | 150 | 100 | 23 | 0 | 4 | 47 |
| 14 Valparaiso, Ind..... | Northern Indiana Normal School *..... | H. B. Brown..... | 32 | 5 | 1,870 | 1,250 | 423 | 0 | 3 | 50 |
| 15 Alcona, Iowa..... | Northern Iowa Normal School..... | F. M. Chaffee..... | 4 | 3 | 100 | 100 | 12 | 110 | 3 | 48 |
| 16 Des Moines, Iowa..... | Highland Park Normal College..... | O. H. Longwell..... | 1 | 0 | 0 | 12 | 0 | 37 | 2 | 36 |
| 17 Dexter, Iowa..... | Dexter Normal School..... | C. H. Beaver..... | 4 | 29 | 0 | 0 | 0 | 0 | 2 | 48 |
| 18 Ottumwa, Iowa..... | Ottumwa Normal College..... | Martha A. Peck..... | 6 | 5 | --- | --- | --- | --- | 2 | 40 |
| 19 Shenandoah, Iowa..... | Western Normal College..... | William M. Croan..... | 10 | 0 | 50 | 50 | 30 | 70 | --- | --- |
| 20 Fort Scott, Kans..... | Kansas Normal College..... | D. E. Saunders..... | --- | --- | 60 | 40 | 75 | 152 | 1 | 20 |
| 21 Salina, Kans..... | Salina Normal University..... | L. O. McMahon..... | --- | --- | 0 | 1 | 1 | 8 | 2 | 40 |
| 22 Bowling Green, Ky..... | Southern Normal School and Business College*..... | J. T. Williams..... | 2 | 10 | 5 | 5 | 10 | 130 | --- | --- |
| 23 New Orleans, La..... | Southern Academic Institute and Kindergarten..... | Mrs. J. E. Seaman..... | --- | --- | 20 | 30 | 9 | --- | --- | --- |
| 24 Winsted, La..... | Gilbert Academy..... | W. D. Gorman..... | 4 | 3 | 20 | 30 | 9 | --- | --- | --- |
| 25 Daleville, Miss..... | Cooper Normal College..... | Tom F. McBeath..... | --- | --- | --- | --- | --- | --- | --- | --- |

| | | | | | | | | | | | |
|----|-------------------|---|--------------------------------|----|----|-------|-----|----|-----|------|----|
| 23 | Jackson, Miss. | Jackson College. | C. Ayer. | 8 | 0 | 70 | 90 | 18 | 117 | 3 | 34 |
| 27 | Neosho, Mo. | Newton County Normal Institute. | Stephen L. Slane. | 6 | 0 | 45 | 78 | 10 | 0 | — | 45 |
| 28 | Fremont, Nebr. | Fremont Normal School and Business Institute. | W. H. Clemens. | 12 | 0 | 430 | 375 | 64 | 0 | 1 | 50 |
| 29 | Lumberton, N. C. | Whitin Normal School. | D. P. Allen. | 1 | 1 | 15 | 12 | — | — | — | — |
| 30 | Raleigh, N. C. | St. Augustine Normal School and Collegiate Institute. | A. B. Hunter. | 7 | 1 | 95 | 66 | 0 | 2 | 4 | 32 |
| 31 | Ada, Ohio. | Ohio Normal University*. | Henry S. Lehr. | 3 | 26 | 1,080 | 408 | 48 | 988 | 2 | 40 |
| 32 | Defiance, Ohio. | Defiance College. | L. J. Tucker. | 6 | 0 | 117 | 140 | 4 | 48 | 3 | 40 |
| 33 | Wadsworth, Ohio. | Western Reserve Normal College. | J. B. Eberly. | 4 | 5 | 25 | 30 | 7 | 104 | 4 | 38 |
| 34 | Wauseon, Ohio. | Northwestern Normal and Collegiate Institute.* | Solomon Metzler. | 9 | 4 | 40 | 60 | 3 | 400 | 3 | 40 |
| 35 | Woodville, Ohio. | Evangelical Lutheran Teachers' Seminary. | Theodore Mees. | 4 | 0 | 48 | 0 | 7 | 7 | 5 | 40 |
| 36 | Muncy, Pa. | Lycoming County Normal School. | J. George Becht. | 6 | 0 | 112 | 130 | 16 | 11 | 2½ | 20 |
| 37 | Alpen, S. C. | Schofield Normal and Industrial School. | Martha Schofield. | 5 | 3 | 92 | 25 | 4 | 115 | 4 | 40 |
| 38 | Charleston, S. C. | Avery Normal Institute. | M. A. Holmes. | 3 | 5 | 40 | 60 | 17 | 240 | 4 | 33 |
| 39 | Greenwood, S. C. | Brewer Normal School*. | J. E. B. Jewett. | 3 | 3 | 20 | 12 | — | 263 | 2 | 33 |
| 40 | Holladay, Tenn. | Independent Normal School. | J. W. Baker. | 4 | 1 | 10 | 10 | — | — | — | — |
| 41 | Memphis, Tenn. | Le Moyne Normal Institute. | Andrew J. Steele. | 6 | 10 | 70 | 88 | 5 | 350 | 4 | 34 |
| 42 | Austin, Tex. | Triltsion Collegiate and Normal Institute. | William M. Brown. | 4 | 10 | 13 | 12 | 10 | 53 | 2 | 34 |
| 43 | Lynden, Wash. | Northwest Normal School. | J. R. Bradley. | 3 | 0 | 10 | 20 | 0 | 82 | 2, 4 | 40 |
| 44 | Buchanan, W. Va. | West Virginia Normal and Classical Academy*. | W. O. Mills and W. S. Fleming. | 4 | 2 | 30 | 15 | 5 | 43 | 2, 3 | 38 |
| 45 | Milwaukee, Wis. | National German-American Teachers' Seminary. | Emil Dapprich. | 11 | 0 | 11 | 15 | 7 | 0 | 3 | 42 |
| 46 | St. Francis, Wis. | Catholic Normal School of the Holy Family and Pio Nono College. | M. M. Gereud. | 9 | 0 | 36 | 0 | 7 | 55 | 4 | 44 |
| 47 | Rawlins, Wyo. | Wyoming Normal and Scientific College. | J. R. Rollman. | 3 | 0 | 0 | 7 | 0 | 5 | 2 | 43 |

* For 1889-90.

BUSINESS COLLEGES.

TABLE 23.—Summary of statistics of commercial and business colleges for 1890-91.

| Division and State. | Number of institutions. | Instructors. | | | Graduates in 1890-91. | Students. | | | | | Number of students in business courses of city, normal, and secondary schools and colleges. |
|----------------------------|-------------------------|--------------|---------|--------|-----------------------|-----------|---------|--------|-------------|-----------------|---|
| | | Male. | Female. | Total. | | Male. | Female. | Total. | Day school. | Evening school. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| United States | 250 | 1,145 | 441 | 1,586 | 9,159 | 58,839 | 23,059 | 81,898 | 68,093 | 13,805 | 36,564 |
| North Atlantic Division. | 79 | 392 | 148 | 540 | 3,285 | 19,791 | 7,164 | 26,955 | 20,594 | 6,361 | 12,164 |
| Maine | 3 | 16 | 4 | 20 | 101 | 478 | 215 | 713 | 713 | 0 | 697 |
| New Hampshire | 2 | 7 | 2 | 9 | 49 | 120 | 34 | 154 | 154 | 0 | 277 |
| Vermont | 4 | 10 | 8 | 18 | 62 | 213 | 79 | 292 | 265 | 27 | 520 |
| Massachusetts | 13 | 49 | 30 | 79 | 271 | 1,876 | 1,044 | 2,920 | 2,441 | 479 | 1,693 |
| Rhode Island | 3 | 12 | 2 | 14 | 128 | 413 | 158 | 611 | 547 | 64 | 87 |
| Connecticut | 6 | 13 | 6 | 19 | 429 | 688 | 440 | 1,137 | 782 | 355 | 222 |
| New York | 24 | 150 | 60 | 210 | 919 | 8,121 | 2,451 | 10,575 | 8,383 | 2,192 | 4,661 |
| New Jersey | 5 | 28 | 11 | 39 | 245 | 1,496 | 475 | 1,971 | 1,310 | 661 | 1,210 |
| Pennsylvania | 19 | 107 | 25 | 132 | 1,081 | 6,366 | 2,216 | 8,582 | 5,999 | 2,583 | 2,797 |
| South Atlantic Division. | 15 | 49 | 29 | 78 | 550 | 2,744 | 954 | 3,698 | 2,791 | 907 | 3,129 |
| Delaware | 1 | 6 | 4 | 10 | 24 | 221 | 81 | 302 | 182 | 120 | 19 |
| Maryland | 1 | 6 | 1 | 7 | 106 | 450 | 78 | 528 | 410 | 118 | 471 |
| District of Columbia | 4 | 14 | 15 | 29 | 250 | 795 | 566 | 1,361 | 886 | 495 | 229 |
| Virginia | 2 | 4 | 3 | 7 | 4 | 157 | 64 | 221 | 162 | 59 | 612 |
| West Virginia | 1 | 4 | 1 | 5 | 31 | 300 | 100 | 400 | 303 | 97 | 55 |
| North Carolina | 2 | 6 | 5 | 11 | 20 | 335 | 28 | 361 | 361 | 0 | 700 |
| South Carolina | — | — | — | — | — | — | — | — | — | — | 231 |
| Georgia | 4 | 9 | 0 | 9 | 115 | 486 | 39 | 525 | 507 | 18 | 514 |
| Florida | — | — | — | — | — | — | — | — | — | — | 298 |
| South Central Division. | 24 | 104 | 15 | 119 | 617 | 4,536 | 832 | 5,368 | 4,757 | 511 | 3,512 |
| Kentucky | 2 | 13 | 1 | 14 | 156 | 605 | 219 | 824 | 662 | 162 | 774 |
| Tennessee | 8 | 24 | 6 | 30 | 171 | 1,160 | 229 | 1,389 | 1,269 | 120 | 772 |
| Alabama | — | — | — | — | — | — | — | — | — | — | 198 |
| Mississippi | 5 | 24 | 3 | 27 | 94 | 861 | 52 | 913 | 868 | 45 | 277 |
| Louisiana | 2 | 11 | 1 | 12 | 48 | 406 | 96 | 502 | 396 | 6 | 363 |
| Texas | 6 | 27 | 4 | 31 | 140 | 1,204 | 236 | 1,440 | 1,262 | 178 | 959 |
| Arkansas | 1 | 5 | 0 | 5 | 8 | 300 | 0 | 300 | 300 | 0 | 169 |
| North Central Division. | 117 | 535 | 206 | 741 | 3,873 | 23,957 | 12,724 | 41,681 | 36,157 | 5,524 | 14,512 |
| Ohio | 22 | 87 | 36 | 123 | 1,259 | 4,568 | 2,652 | 7,220 | 6,379 | 841 | 2,091 |
| Indiana | 12 | 49 | 23 | 72 | 253 | 3,470 | 1,445 | 4,915 | 4,557 | 358 | 661 |
| Illinois | 13 | 76 | 21 | 97 | 851 | 4,745 | 1,302 | 6,047 | 5,260 | 787 | 2,111 |
| Michigan | 11 | 44 | 19 | 63 | 101 | 2,556 | 1,341 | 3,897 | 3,187 | 710 | 885 |
| Wisconsin | 9 | 27 | 19 | 46 | 99 | 1,352 | 456 | 1,808 | 1,525 | 283 | 1,113 |
| Minnesota | 4 | 10 | 10 | 20 | 38 | 990 | 305 | 1,295 | 1,079 | 216 | 696 |
| Iowa | 19 | 83 | 38 | 121 | 517 | 3,936 | 2,086 | 6,022 | 5,595 | 427 | 2,420 |
| Missouri | 14 | 107 | 25 | 132 | 477 | 4,862 | 1,872 | 6,734 | 5,309 | 1,425 | 1,649 |
| North Dakota | — | 2 | 0 | 2 | 6 | 75 | 40 | 115 | 75 | 40 | 97 |
| South Dakota | 1 | — | — | — | — | — | — | — | — | — | 149 |
| Nebraska | 5 | 22 | 5 | 27 | 194 | 1,198 | 477 | 1,675 | 1,581 | 94 | 1,197 |
| Kansas | 7 | 28 | 10 | 38 | 78 | 1,205 | 748 | 1,953 | 1,610 | 343 | 1,461 |
| Western Division. | 15 | 65 | 43 | 108 | 834 | 2,911 | 1,385 | 4,296 | 3,794 | 502 | 3,247 |
| Montana | — | — | — | — | — | — | — | — | — | — | 85 |
| Colorado | 2 | 7 | 3 | 10 | 12 | 323 | 224 | 547 | 354 | 193 | 594 |
| New Mexico | — | — | — | — | — | — | — | — | — | — | 93 |
| Utah | — | — | — | — | — | — | — | — | — | — | 163 |
| Nevada | — | — | — | — | — | — | — | — | — | — | 183 |
| Washington | 2 | 6 | 1 | 7 | 29 | 200 | 40 | 240 | 224 | 16 | 345 |
| Oregon | 2 | 8 | 4 | 12 | 150 | 413 | 160 | 573 | 530 | 43 | 550 |
| California | 9 | 44 | 35 | 79 | 643 | 1,975 | 961 | 2,936 | 2,666 | 250 | 1,244 |

TABLE 24.—Statistics of commercial and business colleges for 1890-91.

| Post-office. | Name. | Executive officer. | Year of first opening. | Instruct- ors. | | | | Students. | | | | Average daily attend- ance. | | Annual charge for tuition. | | Number of months necessary for grad- uation. | | Number of graduates in 1890-91. |
|---|---|----------------------------------|------------------------|-------------------|---------|-------|---------|----------------|--------------------|-------|---------|--------------------------------------|-----------------|----------------------------------|-----------------|--|-----------------|------------------------------------|
| | | | | Male. | Female. | Male. | Female. | Day course. | Evening course. | Male. | Female. | Day course. | Evening course. | Day course. | Evening course. | Day course. | Evening course. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 1 Little Rock, Ark. | Little Rock Commercial Col- lege. | M. A. Stone. | 1874 | 5 | 0 | 300 | — | — | — | 85 | 25 | \$50 | \$50 | 8-10 | 25-30 | — | — | 8 |
| 2 Auburn, Cal. | Sierra Normal College and Business Institute.* | Moses W. Ward | 1883 | 3 | 3 | 58 | 51 | 0 | 0 | — | — | 60 | 0 | — | — | — | — | — |
| 3 Los Angeles, Cal. | Woburn Business College | G. A. Hough, president. | 1884 | 4 | 2 | 150 | 90 | 42 | 8 | 125 | 15 | 130 | 50 | 6-8 | 12 | — | — | 44 |
| 4 Oakland, Cal. | Oakland Business College | Oscar J. Willis | 1877 | 1 | 2 | 70 | 5 | 18 | 4 | — | — | 75 | 45 | 6 | 12 | — | — | 70 |
| 5 Sacramento, Cal. | Sacramento Business College | E. C. Atkinson, president | 1873 | 5 | 4 | 202 | 82 | 43 | 13 | 165 | 30 | 75 | 60 | — | — | — | — | 287 |
| 6 San Francisco, Cal. | Commercial High School | W. N. Bush | 1884 | 5 | 9 | 210 | 206 | 0 | 0 | 367 | 0 | — | — | — | — | — | — | 194 |
| 7 San Francisco, Cal. | Head's Business College | E. F. Head, president | 1864 | 10 | 7 | 350 | 350 | 0 | 0 | 400 | 0 | 125 | 0 | 10-15 | 0 | 12 | 0 | — |
| 8 San Francisco, Cal. | Pacific Business College* | T. A. Robinson | 1863 | 7 | 3 | 300 | 90 | 85 | 21 | 125 | 27 | 150 | 90 | — | — | — | — | — |
| 9 San Jose, Cal. | Garden City Business College | H. B. Worcester, presi- dent. | 1871 | 7 | 3 | 123 | 31 | 0 | 0 | — | — | 600 | — | 6 | 0 | — | — | 43 |
| 10 Santa Rosa, Cal. | Santa Rosa Business College | J. S. Sweet, principal | 1891 | 2 | 2 | 18 | 10 | 16 | 0 | 20 | 10 | 75 | 50 | 6 | 12 | 0 | — | — |
| 11 Denver, Colo. | Denver Business College | J. E. Barnes, principal | 1889 | 5 | 3 | 146 | 118 | 87 | 34 | — | — | — | — | 6 | 9 | — | — | — |
| 12 Pueblo, Colo. | Pueblo Business College | H. C. Warner, proprietor | 1887 | 2 | 0 | 40 | 50 | 50 | 22 | 58 | 33 | 130 | 60 | 6 | 12 | 12 | — | — |
| 13 Bridgeport, Conn. | Bridgeport Business College | G. H. Turner | 1882 | 4 | 0 | 149 | 23 | 76 | 22 | 58 | 33 | 100 | 80 | 6 | 10 | 140 | — | — |
| 14 do. | Martin's Shorthand School | William J. Martin | 1887 | 1 | 0 | 10 | 30 | 20 | 35 | 21 | 35 | 21 | 120 | 6 | 10 | 12 | 289 | — |
| 15 Hartford, Conn. (370 Asylum st.). | Hannum's Business College | T. W. Hannum | 1877 | 3 | 1 | 111 | 61 | 35 | 9 | — | 20 | 150 | 72 | 6 | 10 | — | — | — |
| 16 Hartford, Conn. | Huntsinger's Business College and School of Shorthand. | E. M. Huntsinger | 1888 | 3 | 2 | 123 | 45 | 39 | 16 | — | — | 103 | 22 | 9 | — | — | — | — |
| 17 do. | Robertson's Shorthand School | E. M. Olmstead | 1887 | 0 | 1 | 10 | 20 | 15 | 13 | 8 | 11 | 60 | 60 | 6 | 12 | — | — | — |
| 18 New Haven, Conn. | Gaffey's Shorthand School | John F. Gaffey | 1884 | 0 | 2 | 50 | 150 | 50 | 50 | 100 | 50 | 60 | 60 | 6 | 12 | — | — | — |
| 19 Wilmington, Del. | Goldey's Wilmington Commer- cial College and School of Shorthand and typewriting. | H. S. Goldey | 1886 | 6 | 4 | 114 | 68 | 107 | 13 | — | — | 80-117 | 20-24 | 6-10 | — | — | — | 24 |
| 20 Washington, D. C. | Columbia College of Commerce. | C. K. Urner | 1889 | 3 | 2 | 124 | 78 | 83 | 18 | — | — | 45-55 | 35-42 | 5-24 | 6-30 | — | — | 71 |

* Statistics of 1889-90.

a For six months.

TABLE 24.—Statistics of commercial and business colleges for 1890-91.—Continued.

| | Post-office. | Name. | Executive officer. | Year of first opening. | Instruct- ors. | | Students. | | | | Average daily attend- ance. | | Annual charge for tuition. | | Number of months necessary for grad- uation. | | Number of graduates in 1890-91. |
|----|---|--|--------------------------|------------------------|-------------------|---------|----------------|-----|--------------------|----|--------------------------------------|---------|----------------------------------|-----------------|--|-----------------|---------------------------------------|
| | | | | | Male. | Female. | Day course. | | Evening course. | | Male. | Female. | Day course. | Evening course. | Day course. | Evening course. | |
| | | | | | | | 6 | 7 | 8 | 9 | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 21 | Washington, D. C. | Spencerian Business College | Sara A. Spencer | 1864 | 6 | 5 | 103 | 159 | 277 | 87 | 151 | 175 | \$70 | 800 | 10 | 10 | 60 |
| 22 | Washington, D. C. (1315, 1317 F st.) | Tanner's Shorthand and Type- writing Bureau | Hudson C. Tanner | 1889 | 2 | 2 | 34 | 58 | 14 | 16 | 60 | 21 | 120 | 72 | 5½ | 7 | 119 |
| 23 | Washington, D. C. | Washington Business High School | Charles A. Davis | 1890 | 3 | 6 | 160 | 150 | 0 | 0 | 260 | 0 | 0 | 0 | 20 | 0 | 0 |
| 24 | Atlanta, Ga. | Moore's Business College | Benj. F. Moore | 1863 | 2 | 0 | 134 | 13 | 0 | 0 | 40 | 0 | 50 | 0 | 4½ | 0 | 47 |
| 25 | Augusta, Ga. | Osborne's Business College | S. L. Osborne | 1882 | 2 | 0 | 150 | 20 | 12 | 6 | 25 | 6 | 50 | 50 | 4 | 6 | 107 |
| 26 | do. | St. Patrick's Commercial Insti- tute. | Brother Francis | 1875 | 5 | 0 | 175 | 0 | 0 | 0 | 150 | 0 | 15-30 | 0 | | | 1 |
| 27 | Macon, Ga. | Macon Commercial College* | W. McKay | 1881 | | | 15 | 0 | | | | | 50 | | | | |
| 28 | Chicago, Ill. | Kimball's Shorthand and Type- writing School | D. Kimball | 1884 | 2 | 0 | 8 | 61 | 25 | 4 | 15 | 6 | 120 | 80 | 3-5 | 5-8 | |
| 29 | do. | Metropolitan Business College | O. M. Power, principal | 1873 | 15 | 2 | 900 | 330 | 222 | 74 | 500 | 100 | 100 | 29 | 12 | 7 | 500 |
| 30 | Chicago, Ill. (276-280 West Madison st.) | West Side Business College | Frederick F. Judd | 1872 | 5 | 1 | 137 | 90 | 101 | 31 | 100 | 50 | 90 | 29 | | | |
| 31 | Decatur, Ill. | Brown's Decatur Business Col- lege. | G. W. Brown | 1889 | 4 | 1 | 90 | 62 | 40 | 19 | | | 75 | 24 | 6-9 | 12 | 6 |
| 32 | Dixon, Ill. | Dixon Business College | J. B. Dille, principal | 1881 | 5 | 2 | 665 | 0 | 0 | 0 | | | 35 | | 3-9 | | |
| 33 | Freeport, Ill. | Freeport College of Commerce and Northwestern Normal School. | John J. Nagle, principal | 1888 | 4 | 3 | 55 | 46 | 16 | 4 | | | 56 | 0 | 6 | | 12 |
| 34 | Galesburg, Ill. | Galesburg Business College | G. W. Brown, president | 1890 | 3 | 1 | 84 | 65 | 27 | 13 | 60 | 12 | | | 8-12 | | 18 |
| 35 | Joliet, Ill. | Joliet Business College and English Training School | Homer Russell | 1866 | 5 | 3 | 675 | 50 | | | 600 | 75 | 75 | 50 | 24 | 30 | 55 |
| 36 | Onarga, Ill. | Grand Prairie Seminary and Onarga Commercial College | N. L. Richmond | 1864 | 1 | 1 | 46 | 20 | | | | | 35 | | 7 | | |
| 37 | Peoria, Ill. | Brown's Peoria (Ill.) Business College. | G. W. Brown | 1863 | 4 | 1 | 245 | 75 | 65 | 34 | 150 | 50 | 75 | 18 | 8 | 6 | |

TABLE 24.—Statistics of commercial and business colleges for 1890-91.—Continued.

| Post-office. | Name. | Executive officer. | Year of first opening. | Instruct- ors. | | Students. | | | | Average daily attend- ance. | | Annual charge for tuition. | | Number of months necessary for grad- uation. | | Number of graduates in 1890-91. |
|--------------|--|---|------------------------|-------------------|---------|----------------|---------|--------------------|---------|--------------------------------------|---------|----------------------------------|-----------------|--|-----------------|---------------------------------------|
| | | | | Male. | Female. | Day course. | | Evening course. | | Male. | Female. | Day course. | Evening course. | Day course. | Evening course. | |
| | | | | | | Male. | Female. | Male. | Female. | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 73 | Atchison, Kans. | Atchison Business College..... | 1885 | 4 | 1 | 71 | 49 | 59 | 6 | 60 | 30 | \$50 | \$25 | 6-8 | ----- | 6 |
| 74 | Harper, Kans. | Harper Normal School and Business College..... | 1886 | 4 | 4 | 156 | 145 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| 75 | Lawrence, Kans. | Lawrence Business College..... | 1869 | 5 | 0 | 253 | 2200 | ----- | ----- | ----- | ----- | 40 | 25 | 6 | ----- | ----- |
| 76 | Leavenworth, Kans. | Central Business College..... | 1887 | 3 | 1 | 40 | 40 | 40 | 40 | 38 | 40 | 50 | 20 | 8 | ----- | 25 |
| 77 | Topeka, Kans. | Pond's Business College..... | 1867 | 2 | 0 | 106 | 22 | 78 | 15 | 40 | 29 | 100 | 30 | ----- | ----- | ----- |
| 78 | Wichita, Kans. | Southwestern Business College..... | 1885 | 4 | 2 | 340 | 142 | 74 | 20 | 218 | 166 | 75 | 25 | 7 | 21 | 47 |
| 79 | Louisville, Ky. | Bryant & Stratton Business Col- lege..... | 1864 | 8 | 1 | 454 | 138 | 51 | 11 | 211 | 49 | 110 | 35 | 6 | 12 | 126 |
| 80 | do..... | Weaver Business College..... | 1878 | 5 | 0 | 60 | 10 | 40 | 60 | 40 | ----- | 250 | 240 | 9 | 9 | 30 |
| 81 | New Orleans, La. | Euston's Business College..... | 1887 | 1 | 0 | 27 | 5 | 12 | 3 | 5 | 6 | 25-50 | ----- | 9 | 9 | 0 |
| 82 | do..... | Soulé Commercial College and Literary College..... | 1866 | 10 | 1 | 297 | 85 | 82 | 3 | ----- | ----- | ----- | ----- | 6-24 | 12-36 | 48 |
| 83 | Augusta, Me. | Dirigo Business College..... | 1863 | 8 | 0 | 189 | 75 | ----- | ----- | ----- | ----- | 35 | 0 | 5 | ----- | 59 |
| 84 | Portland, Me. | Portland Business College..... | 1863 | 4 | 2 | 207 | 66 | 0 | 0 | 66 | ----- | 60 | 0 | 6 | ----- | 42 |
| 85 | Rockland, Me. | Rockland Commercial College..... | 1880 | 2 | 2 | 102 | 74 | 0 | 0 | 50 | 75 | 220 | 25 | 3-9 | ----- | 106 |
| 86 | Baltimore, Md. | Eaton & Burnett's Business Col- lege..... | 1878 | 6 | 1 | 350 | 60 | 100 | 18 | 140 | ----- | 100 | ----- | 6-8 | ----- | ----- |
| 87 | Boston, Mass. | Allen Institute..... | 1880 | 1 | 2 | 22 | 80 | 16 | 15 | ----- | ----- | 160 | ----- | 10-15 | ----- | 3 |
| 88 | Boston, Mass. (608 Washington st.). | Bryant & Stratton Commercial School..... | 1860 | 18 | 3 | 600 | 250 | 0 | 0 | 500 | 0 | ----- | ----- | ----- | ----- | 70 |
| 89 | Boston, Mass. | Cornet's Commercial College..... | 1840 | 8 | 5 | 305 | 130 | 90 | 35 | 310 | 110 | 150 | 30 | 10-12 | 6-12 | 74 |
| 90 | do..... | French's Business College..... | 1848 | 3 | 1 | 63 | 47 | ----- | ----- | 34 | ----- | 140-200 | 25 | 6-9 | ----- | 5 |
| 91 | do..... | Beckers & Bradford's Commer- cial School..... | 1876 | 2 | 1 | 81 | 5 | 25 | 2 | 20 | 15 | 120 | 25 | 10 | 15 | ----- |
| 92 | do..... | Savoy's Commercial College*..... | 1888 | 2 | 3 | 65 | 30 | 0 | 0 | ----- | ----- | 75 | 60 | ----- | ----- | ----- |

| | | | | | | | | | | | | | |
|-----|----------------------|--|---------------------------------|------|----|---|-----|-----|-----|----|-----|-----|-------|
| 93 | Fall River, Mass | Holmes, Bryant & Stratton Commercial College.* | Freeman A. Holmes, principal. | 1857 | 2 | 2 | 41 | 20 | 24 | 11 | 22 | 18 | 120 |
| 94 | Holyoke, Mass | Child's Business College. | Charles Hudson Childs. | 1883 | 1 | 2 | 33 | 21 | 27 | 19 | 25 | 15 | 100 |
| 95 | Lawrence, Mass. | Cannon's Commercial College. | G. C. Cannon, principal. | 1880 | 2 | 2 | 23 | 21 | 51 | 20 | 25 | 40 | 640 |
| 96 | Lowell, Mass. | Lowell Commercial College. | Albert C. Blaisdell, principal. | 1859 | 3 | 5 | 200 | 160 | | | 60 | 80 | 610 |
| 97 | Springfield, Mass | Child's Business College. | F. F. Childs. | 1884 | 5 | 2 | 150 | 56 | | | 100 | | 100 |
| 98 | Waltham, Mass | Commercial Department, Waltham High School. | Wm. M. Newton, principal. | 1883 | 1 | 2 | 40 | 30 | 51 | 77 | 63 | 44 | 0 |
| 99 | Worcester, Mass. | Grullman's Shortland School. | G. Grullman. | 1887 | 1 | 0 | 5 | 13 | 4 | 2 | | | 60 |
| 100 | Battle Creek, Mich. | Krug's Business College. | J. P. Krug. | 1882 | 3 | 0 | 85 | 30 | 0 | 0 | 100 | 0 | 50 |
| 101 | Big Rapids, Mich. | Industrial School of Business. | W. N. Ferris. | 1884 | 3 | 5 | 300 | 300 | 20 | 19 | 188 | 32 | 45 |
| 102 | Detroit, Mich. | Cotton's College of Commerce. | M. J. Cotton. | 1880 | 6 | 2 | 300 | 150 | 150 | 75 | 150 | 100 | 50 |
| 103 | do. | Detroit Business University.* | W. F. Jewell. | 1880 | 13 | 2 | 638 | 325 | 253 | 50 | | 75 | 40 |
| 104 | Grand Rapids, Mich. | Grand Rapids Business College. | A. S. Parish. | 1866 | 3 | 1 | 134 | 38 | 20 | 0 | | c15 | 40 |
| 105 | do. | and Practical Training School. | | | | | | | | | | | |
| 106 | do. | Welton's Commercial College. | J. W. Welton. | 1888 | 1 | 1 | 20 | 11 | 15 | 14 | 14 | 10 | 35-50 |
| 107 | Towla, Mich. | Poucher's Business College.* | Irvin M. Poucher. | 1877 | 1 | 1 | 30 | 5 | | | | | 40 |
| 108 | Jackson, Mich. | Devlin's Jackson Business College. | G. M. Devlin. | 1870 | 4 | 2 | 175 | 63 | | | | | 40 |
| 109 | Kalamazoo, Mich. | Parson's Business College, Shortland and Normal Institute. | William F. Parsons. | 1869 | 4 | 1 | 125 | 22 | 20 | 6 | 95 | 12 | 50 |
| 110 | Lansing, Mich. | Interlake Business College. | E. A. Johnson. | 1867 | 4 | 2 | 172 | 161 | 0 | 0 | 70 | 0 | 60 |
| 111 | Marquette, Mich. | Upper Peninsula Business College. | E. C. Glenn. | 1887 | 2 | 2 | 60 | 43 | 39 | 17 | 51 | 43 | 60 |
| 112 | Minneapolis, Minn. | Curtis Commercial College.* | O. C. Curtis. | | 4 | | 326 | 139 | 71 | 18 | | | 90 |
| 113 | St. Paul, Minn. | St. Paul Business College.* | Walter K. Mulliken. | 1866 | 2 | 3 | 187 | 30 | 44 | 13 | | | 100 |
| 114 | do. | Curtis's Commercial College.* | C. C. Curtiss. | 1879 | 2 | 1 | 129 | 52 | 23 | 10 | | | 60 |
| 115 | Winona, Minn. | Winona Business College. | R. A. Lambert. | 1878 | 1 | 2 | 173 | 22 | 20 | 12 | 45 | 25 | 90 |
| 116 | Bay St. Louis, Miss. | St. Stanislaus Commercial College. | Brother Stanislaus. | 1855 | 10 | 0 | 120 | 0 | 0 | 0 | 110 | 0 | 60 |
| 117 | Jackson, Miss | Capital Commercial College. | Wyatt & Sharp. | 1884 | 3 | 1 | 106 | 18 | | | 70 | | 30-40 |
| 118 | Meridian, Miss. | State Business College.* | W. H. Fry. | 1889 | 3 | 1 | 130 | 10 | 20 | | 35 | 7 | 35 |
| 119 | Vicksburg, Miss. | St. Augustus Commercial College. | Brother Charles. | 1879 | 3 | 0 | 365 | 24 | | | 225 | | 20 |
| 120 | do. | Vicksburg Commercial School. | G. A. McDonald. | 1889 | 3 | 1 | 105 | 24 | 25 | 0 | | | 60 |
| 121 | Caledonia, Mo. | Bellevue Collegiate Institute. | Walter E. Boggs, president. | 1866 | 3 | 2 | 61 | 64 | 0 | 0 | 24 | 0 | 43 |
| 122 | Carthage, Mo. | Carthage Business College. | W. Worsdell. | 1885 | 3 | 1 | 82 | 34 | | | | | 50 |
| 123 | Chillicothe, Mo. | Chillicothe Normal School and Business Institute. | Allen Moore. | 1890 | 19 | 7 | 621 | 407 | | | | 7½ | 46 |
| 124 | Humphreys, Mo | Humphreys' College and Business Institute. | G. A. Smith. | 1884 | 6 | 3 | 60 | 67 | | | | | 25 |
| 125 | Kansas City, Mo. | National Business College. | Henry Coon. | 1884 | 8 | 1 | 270 | 120 | 109 | 15 | 80 | 40 | 60 |
| 126 | Kirksville, Mo. | Kirksville Mercantile College. | W. J. Smith. | 1880 | 4 | 1 | 350 | 100 | | | 200 | | 40 |
| 127 | Perry, Mo. | Perry Institute and Business College. | French Strother. | 1885 | 6 | 3 | 40 | 20 | 0 | 0 | 30 | | 40 |
| 128 | St. Joseph, Mo | Ritner's Commercial College. | P. Ritner, president. | 1879 | 7 | | 227 | 30 | 42 | 10 | | | 45 |
| 129 | do. | St. Joseph Commercial College. | Brother Marcellian. | 1867 | 7 | | 150 | 0 | 0 | 0 | 130 | 0 | 6 |
| 130 | St. Louis, Mo | H. C. Perkins and P. J. Herpel. | H. C. Perkins and P. J. Herpel. | 1882 | 6 | 1 | 124 | 23 | 21 | 15 | 75 | 150 | 100 |

*Statistics of 1890-91.

For three months.

Estimated from last report.

For six months.

*Statistics of 1889-90.

b For three months.

c For six months.

TABLE 24.—Statistics of commercial and business colleges for 1890-91—Continued.

| Post-office. | Name. | Executive officer. | Year of first opening. | Instruct-ors. | | Students. | | | | Average daily attend-ance. | | Annual charge for tuition. | | Number of months necessary for gradu-ation. | | Number of graduates in 1890-91. |
|--|--|-------------------------------|------------------------|---------------|---------|-------------|-----|-----------------|-----|----------------------------|---------|----------------------------|-----------------|---|-----------------|---------------------------------|
| | | | | Male. | Female. | Day course. | | Evening course. | | Male. | Female. | Day course. | Evening course. | Day course. | Evening course. | |
| | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 130 St. Louis, Mo. | Jones Commercial College. | J. G. Bohmer. | 1841 | 6 | 1 | 205 | 55 | 67 | 2 | 235 | 70 | \$100 | \$50 | 6 | 12 | 100 |
| 131 St. Louis, Mo. (322 Chestnut st.). | Mound City Commercial College | Thos. A. Rice, president | 1859 | 4 | — | 91 | 4 | 53 | — | 81 | 48 | 100 | 60 | 6-8 | 12-16 | 51 |
| 132 Sedalia, Mo. | Central Business College. | C. W. Robbins. | 1883 | 12 | 1 | 725 | 175 | 725 | 175 | 200 | 200 | 75 | 35 | — | — | 18 |
| 133 Stanberry, Mo. | Great Northwestern Normal School and Business College. | John E. Fessler, presi- dent. | 1881 | 23 | 4 | 700 | 500 | — | — | 350 | — | 40 | — | 8 | — | — |
| 134 Hastings, Nebr. | Queen City Business College. | J. H. Schoonover. | 1888 | 2 | 1 | 90 | 60 | 45 | 5 | 25 | 20 | 60 | 30 | 6 | 12 | 27 |
| 135 Lincoln, Nebr. | Lincoln Business College. | D. R. Lillibridge. | 1885 | 6 | — | 541 | 138 | 36 | 8 | 200 | 25 | 60 | — | 6-8 | — | 30 |
| 136 Omaha, Nebr. | Rathbun's Business College. | G. R. Rathbun. | 1873 | 6 | 1 | 400 | 200 | — | — | 500 | — | 50 | — | 6 | — | 140 |
| 137 Stromsburg, Nebr. | Stromsburg Normal and Busi- ness.* | J. J. Bryant. | 1889 | 7 | 3 | 51 | 53 | 0 | 0 | 75 | — | 44 | — | — | — | — |
| 138 York, Nebr. | York College of Commerce | O. P. Wilson. | 1890 | 1 | — | 35 | 13 | — | — | — | — | 36 | — | 6-9 | — | — |
| 139 New Hampton, N. H. | New Hampton Commercial Col- lege. | A. B. Meservey, presi- dent. | 1877 | 4 | 0 | 75 | 25 | — | — | 46 | — | 50 | 40 | 6 | — | 549 |
| 140 Portsmouth, N. H. | Smith's Academy and Commer- cial College. | Lewis E. Smith. | 1873 | 3 | 2 | 45 | 9 | 0 | 0 | — | — | — | — | — | — | — |
| 141 Jersey City, N. J. | Jersey City Business College. | William E. Drake. | 1884 | 3 | 2 | 73 | 58 | 132 | 20 | 90 | 100 | 75 | 25 | 10-18 | 14-21 | 17 |
| 142 Newark, N. J. | Coleman National Business Col- lege. | H. Coleman, president | 1881 | 5 | 4 | 322 | 77 | 115 | 10 | — | — | 85 | 50 | 4½ | 7 | 159 |
| 143 do | New Jersey Business College. | C. T. Miller. | 1874 | 6 | 2 | 145 | 53 | 103 | 43 | — | — | 75 | 25 | 12 | 24 | 40 |
| 144 Trenton, N. J. | The Stewart and Hammond Business College.* | Thomas J. Stewart. | 1883 | 7 | 1 | 241 | 63 | 115 | 31 | 190 | 100 | 75 | 30 | — | — | — |
| 145 Trenton, N. J. (764, 765 Broad st.). | Trenton New Jersey Business College. | Andrew J. Rider. | 1865 | 7 | 2 | 190 | 63 | 60 | 12 | 140 | 65 | 75 | 30 | 10 | 12 | 29 |
| 146 Albany, N. Y. | Albany Business College. | John R. Carnell. | 1866 | 8 | 5 | 519 | 150 | 45 | 15 | 250 | 50 | 100 | 50 | 6 | 12 | 180 |
| 147 Binghamton, N. Y. | The Lowell Business College. | J. E. Bloomer, principal. | 1850 | 4 | 2 | 147 | 85 | 125 | 25 | 80 | 50 | 100 | 60 | 5 | 10 | 106 |
| 148 Brooklyn, N. Y. (45-49 Ashland Place). | Kissick's Business College. | William A. Kissick, A. M. | 1866 | 10 | 4 | 402 | 214 | — | — | — | — | 65 | 45 | — | — | 127 |
| 149 Brooklyn, N. Y. | St. James Commercial School*. | Brother John. | 1850 | 13 | 0 | 433 | 0 | 0 | 0 | 460 | — | 0 | 0 | — | — | — |

| | | | | | | | | | | | | | | | | |
|-----|----------------------------------|---|--------------------------------|------|----|-----|------|-----|-----|-----|------|--------|-------|-------|------|-----|
| 150 | do. | Wright's Business College | Henry C. Wright. | 1873 | 6 | 3 | 184 | 133 | 182 | 40 | --- | 120 | 30 | 10 | 12 | 65 |
| 151 | Buffalo, N. Y. | College of Commerce* | C. O. Perrin | 1886 | 9 | 8 | 600 | 200 | 350 | 118 | --- | 300 | 45 | --- | --- | --- |
| 152 | do. | Buffalo Business University* | C. M. Johnson | 1886 | 5 | 1 | 216 | 93 | 107 | 44 | --- | 75 | 40 | --- | --- | --- |
| 153 | do. | Caton's National Business College. | M. J. Caton, president. | 1887 | 8 | 8 | 400 | 250 | 150 | 50 | --- | 80 | 50 | 12 | 24 | 125 |
| 154 | Elmira, N. Y. | School of Commerce | Nelson A. Miller | 1880 | 6 | 3 | 160 | 119 | 50 | 12 | --- | 50 | 15 | 6 | 12 | 0 |
| 155 | Geneva, Y. | Geneva Business College and Short-hand Institute. | Ansel E. Mackey | 1880 | 2 | 2 | 23 | 4 | 13 | 0 | 20 | 10 | 40 | 25 | 4-6 | 5 |
| 156 | Ithaca, N. Y. | Wyckoff's Photographic Institute. | Mrs. M. A. Adsett, manager. | 1867 | 0 | 2 | 8 | 8 | --- | --- | 12 | --- | --- | 6-9 | --- | 0 |
| 157 | Jamestown, N. Y. | Jamestown Business College and School of Phonography. | J. J. Crandall, president. | --- | 5 | --- | 50 | 55 | --- | --- | 64 | --- | --- | 6 | --- | 40 |
| 158 | Lima, N. Y. | Genesee Business University. | Frank A. Bateman. | 1890 | 3 | 1 | 85 | 40 | --- | --- | --- | 75 | --- | --- | --- | --- |
| 159 | New York, N. Y. | Manhattan Business College* | Rev. Brother Castories | 1864 | 12 | --- | 225 | --- | 12 | --- | 1750 | 7 | 40 | 30 | --- | --- |
| 160 | do. | Packard's Business College* | S. S. Packard, president | 1856 | 10 | 4 | 450 | 150 | --- | --- | --- | 200 | --- | 10-15 | --- | 65 |
| 161 | do. | Paine's Business College. | Rutherford & Howell | 1849 | 3 | 1 | 153 | 34 | 89 | 19 | --- | 88 | 88 | 12 | 12 | 89 |
| 162 | New York N. Y. (107 W. 34th st.) | The Paine Uptown Business College. | H. W. Remington | 1872 | 3 | 3 | 207 | 51 | 171 | 48 | --- | 40-96 | 40-60 | 9 | 12 | 37 |
| 163 | New York, N. Y. | Walworth's Business and Stenographic College.* | C. A. Walworth, LL. B. | 1871 | 3 | --- | 100 | 50 | 50 | 10 | 100 | 40 | 135 | 100 | --- | --- |
| 164 | Olean, N. Y. | Westbrook Commercial College. | E. D. Westbrook | 1886 | 3 | 1 | 75 | 29 | 20 | 6 | 60 | 20 | 120 | 50 | 6 | 12 |
| 165 | Peekskill, N. Y. | Westchester County Institute. | Charles Unterreiner | 1877 | 2 | 1 | 23 | 22 | --- | --- | 36 | --- | 60 | --- | 10 | --- |
| 166 | Poughkeepsie, N. Y. | Eastman Business College* | Clement C. Gaines | 1859 | 13 | 3 | 1033 | 76 | 159 | 12 | 400 | 25 | 100 | 20 | --- | --- |
| 167 | Rochester, N. Y. | Rochester Business University. | Williams & Rogers | 1863 | 10 | 2 | 356 | 73 | 63 | 19 | --- | --- | --- | --- | --- | --- |
| 168 | Troy, N. Y. | Troy Business College | Thomas H. Shields. | 1858 | 9 | 3 | 330 | 73 | 104 | 43 | 175 | 120 | 100 | 40 | 6 | 50 |
| 169 | Utica, N. Y. | Utica Business College | G. F. Hendrick, T. H. Shields. | 1862 | 3 | 3 | 90 | 39 | 41 | 30 | --- | 60-75 | 20-35 | --- | --- | --- |
| 170 | Littleton, N. O. | Littleton High School and Business Institute. | L. W. Bagley. | 1885 | 2 | 1 | 61 | --- | --- | --- | 40 | --- | 50 | 8 | --- | --- |
| 171 | Oak Ridge, N. C. | Oak Ridge Institute. | J. A. & M. H. Holt. | 1852 | 4 | 4 | 274 | 26 | --- | --- | 175 | --- | 40 | 5 | --- | 20 |
| 172 | Altrou, Ohio | Akron Business College* | S. Warner. | 1886 | 1 | 0 | 11 | 0 | 8 | --- | --- | 20-40 | 15-25 | --- | --- | --- |
| 173 | Canton, Ohio | The Canton Business College. | William Felter, president. | 1875 | 4 | 1 | 58 | 44 | 60 | 14 | --- | 100 | 60 | 5 | 9 | 55 |
| 174 | Camden, Ohio | Whittaker's Shorthand School* | Charles M. Whitaker | 1800 | 1 | --- | 8 | 5 | --- | --- | --- | --- | --- | --- | --- | --- |
| 175 | Cincinnati, Ohio | R. M. Bartlett's Commercial College. | C. M. Bartlett | 1854 | 5 | --- | 200 | 85 | --- | --- | --- | 100 | 100 | 6 | 8 | 140 |
| 176 | do. | The Nelson Business College* | Richard Nelson | 1856 | 5 | 5 | 250 | 125 | --- | --- | --- | 80 | --- | --- | --- | --- |
| 177 | Cleveland, Ohio. | Caton's Business College. | M. J. Caton, president. | 1891 | 3 | 1 | 103 | 35 | 110 | 45 | 125 | 135 | 100 | 60 | --- | --- |
| 178 | do. | Euclid Avenue Business College | do. | 1887 | 18 | 3 | 1100 | 700 | --- | --- | 600 | 400 | 60 | 35 | --- | 308 |
| 179 | do. | Spencerian Business College | Spencer, Felton & Loomis. | 1848 | 10 | 3 | 92 | 46 | --- | --- | --- | 60-120 | --- | 4-12 | 8-16 | 127 |
| 180 | Columbus, Ohio. | Columbus Business College | W. J. Hudson | 1862 | 5 | 5 | 276 | 331 | 98 | 136 | 130 | 49 | 40 | 25 | 4 | 6 |
| 181 | Dayton, Ohio. | Miami Commercial College | A. D. Witt | 1860 | 3 | 2 | 120 | 40 | --- | --- | --- | --- | 60 | 30 | 4-6 | 6 |
| 182 | Delaware, Ohio | National Pen Art Hall and Business College. | George W. Michael | 1870 | 4 | 1 | 380 | 161 | --- | --- | --- | 50 | --- | 3 | --- | --- |
| 183 | Findlay, Ohio | Findlay Business College* | J. N. Wolfington. | 1883 | 3 | 1 | 52 | 41 | 13 | 10 | 48 | 18 | 45 | 45 | --- | 4 |
| 184 | Germantown, Ohio. | Twin Valley College—Actual Business School. | O. G. Brown. | 1889 | 1 | 1 | 25 | 24 | --- | --- | --- | --- | 40 | 25 | --- | --- |
| 185 | Hamilton, Ohio. | Ohio Commercial College. | W. A. Nichols, president. | 1875 | 2 | 2 | 33 | 18 | 33 | 7 | --- | --- | 100 | 50 | 6 | 12 |
| 186 | Hopedale, Ohio. | Buchanan Business Institute | --- | 1885 | 3 | 2 | 122 | 9 | --- | --- | 40 | --- | 40 | 10 | --- | 3 |

* Statistics of 1889-90.

TABLE 24.—Statistics of commercial and business colleges for 1890-91—Continued.

| | Post-office. | Name. | Executive officer. | Year of first opening. | Instruct-ors. | | Students. | | | | Average daily attend-ance. | | Annual charge for tuition. | | Number of months necessary for grad-uation. | | Number of graduates in 1890-91. |
|-----|---|---|--|------------------------|---------------|---------|-------------|-----------------|-------|---------|----------------------------|-----------------|----------------------------|-----------------|---|-------|---------------------------------|
| | | | | | Male. | Female. | Day course. | Evening course. | Male. | Female. | Day course. | Evening course. | Day course. | Evening course. | | | |
| | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 187 | Mansfield, Ohio | Ohio Business College | J. W. Sharp, PH. D. | 1866 | 2 | 2 | 117 | 39 | | | 40 | 40 | \$70 | \$30 | 6 | 12 | 43 |
| 188 | Oberlin, Ohio | Oberlin Business College | McKee & Henderson, principals. | 1881 | 3 | 1 | 167 | 53 | | | | | | | | | |
| 189 | Springfield, Ohio | Nelson Business College | R. J. Nelson, principal. | 1881 | 3 | | 81 | 3 | 25 | 25 | 250 | 125 | 80 | | 6 | | 200 |
| 190 | Toledo, Ohio | Toledo Business College | M. H. Davis | 1886 | 5 | 0 | 525 | 275 | 100 | 25 | | | 80 | 40 | 8 | | |
| 191 | Washington C. H., Ohio. | Ohio Business University | Edmund J. H. Duncan | 1885 | 2 | 3 | 93 | 32 | 47 | 14 | 108 | 52 | 80 | 40 | | | |
| 192 | Youngstown, Ohio | Normal Business College | J. C. Steiner, principal | 1885 | 1 | 2 | 115 | 250 | 40 | 12 | 56 | 14 | | | 5 | 8 | 52 |
| 193 | Zanesville, Ohio | Zanesville Business College | C. C. Kennison | 1865 | 4 | 2 | 125 | 75 | 40 | 20 | 60 | 35 | 50 | 25 | 4 | 4 | 145 |
| 194 | Baker City, Oregon | Baker City Normal and Business College | J. J. Sturgill | 1887 | 3 | 1 | 20 | 10 | 5 | | 25 | 12 | 60 | 30 | 6 | 12 | 0 |
| 195 | Portland, Oregon | Portland Business College | A. P. Armstrong | 1866 | 6 | 3 | 375 | 125 | 8 | 20 | 225 | 50 | 60 | 60 | 5-7 | 10-15 | 150 |
| 196 | Allentown, Pa | Allentown Business College | W. L. Blackman | 1869 | 3 | 1 | 60 | 42 | | | 35 | 10 | 50 | 25 | 4-10 | 8-16 | 10 |
| 197 | do | American Business College and Training School | O. C. Dorney | 1889 | 6 | 2 | 169 | 35 | 81 | 15 | 105 | 50 | 50 | 35 | 10 | 20 | 10 |
| 198 | Altoona, Pa. | Mountain City Business College | G. G. Zeth, principal | 1879 | 3 | 1 | 375 | 145 | 34 | 65 | 29 | 50 | 75 | 50 | 4 | 6 | 70 |
| 199 | Easton, Pa | Easton College of Business | Chas. L. Free, principal | 1870 | 3 | | 50 | 15 | 35 | 10 | 45 | 40 | 50 | 20 | 10 | | 15 |
| 200 | Erie, Pa | Clark's Business College | H. C. Clark, president | 1883 | 8 | 1 | 325 | 120 | 75 | 20 | 225 | 80 | 75 | 35 | 6 | 12 | 35 |
| 201 | Harrisburg, Pa. | Keystone Business College and School of Phonography | H. O. Bernhardt | 1889 | 3 | 0 | 78 | 50 | 33 | 21 | 56 | 25 | 75 | 38 | 6 | 12 | 40 |
| 202 | Lancaster, Pa. | Keystone Business College | W. D. Mosser | 1889 | 1 | | 24 | 16 | 10 | 7 | | | 60 | 45 | 8 | 10 | 12 |
| 203 | do | Lancaster Business College | H. C. Weidner | 1880 | 2 | 1 | 56 | 19 | 23 | 7 | 50 | 20 | 50 | 25 | 4-10 | 8 | 16 |
| 204 | Meadville, Pa | Bryant, Stratton & Smith Business College | A. W. Smith | 1865 | 4 | 1 | 250 | 50 | 40 | 20 | 150 | 60 | 50 | 15 | 10 | 4 | 25 |
| 205 | Philadelphia, Pa. (917-919 Chestnut st.). | Palms Business College | T. W. Palms | 1885 | 3 | 0 | 121 | 0 | 74 | 0 | | | 50 | 12 | | | |
| 206 | Philadelphia, Pa. | Peirce College of Business and Shorthand. | Thomas May Peirce, A. M., PH. D., principal. | 1865 | 25 | 3 | 555 | 226 | 411 | 72 | 421 | 317 | 120 | 50 | 9 | 18 | 80 |

| | | | | | | | | | | | | | | | | |
|-----|--------------------------------|---|--|------|----|-----|-----|-----|-----|-----|-----|-----|-----|------|-------|-----|
| 207 | do | Prickett College of Commerce* | Thomas J. Prickett | 1884 | 16 | 3 | 541 | 143 | 371 | 103 | --- | 110 | 425 | --- | --- | --- |
| 208 | Pittsburg, Pa | Curry Business College and Curry School of Short-hand. | H. M. Rowe | 1880 | 5 | 3 | 177 | 88 | 122 | 60 | --- | 65 | 69 | 8-10 | --- | 138 |
| 209 | do | Duff's Mercantile College | Peter Duff | 1840 | 7 | 0 | 350 | 150 | 250 | 30 | 250 | 50 | 50 | 4-6 | 7-9 | 30 |
| 210 | Scranton, Pa. | Wood's Business College | T. E. Wood | 1886 | 8 | 5 | 478 | 150 | 365 | 50 | 350 | 50 | 30 | 10 | 15 | 157 |
| 211 | Union City, Pa. | Luce's Commercial College | N. F. Luce | 1885 | 2 | 1 | 42 | 23 | 42 | 23 | --- | --- | --- | 9 | --- | 7 |
| 212 | Wilkes Barre, Pa. | Wilkes Barre Business College. | G. L. Baldwin, A. W. Moss, principals. | 1885 | 4 | 1 | 175 | 39 | 84 | 12 | 70 | 40 | 45 | 4-5 | 12-14 | 74 |
| 213 | Williamsport, Pa. | Williamsport Commercial Col- lege and School of Short-hand. | F. M. Allen | 1863 | 5 | 2 | 200 | --- | --- | --- | 25 | 25 | --- | --- | --- | --- |
| 214 | York, Pa. | Bachelor's Business College. | J. M. Bachelder | 1886 | 1 | --- | 25 | 8 | 4 | --- | --- | --- | --- | 6 | 6 | --- |
| 215 | East Greenwich, R. I. | Greenwich Business College* | Francis D. Blakeslee, D.D | 1862 | 1 | 0 | 62 | 36 | --- | 45 | --- | 35 | --- | --- | --- | --- |
| 216 | Providence, R. I. | Providence Bryan & Stratton Business College. | Theodore B. Stowell | 1863 | 7 | 1 | 191 | 11 | 15 | 11 | --- | 100 | 20 | 10 | --- | 77 |
| 217 | do | Schofield's Commercial Col- lege. | Albert G. Schofield | 1846 | 4 | 1 | 113 | 34 | 32 | 16 | --- | --- | --- | 6 | 12 | 53 |
| 218 | Sioux Falls, S. Dak. | Sioux Falls Business College. | G. C. Christopherson | 1887 | 2 | --- | 50 | 25 | 25 | 15 | 40 | 20 | 50 | 20 | 5 | 4 |
| 219 | Benton, Tenn | Benton Academy and Business College. | I. J. Wood | 1850 | 2 | 2 | 90 | 84 | 0 | 0 | 75 | 0 | 30 | 7 | 0 | 6 |
| 220 | Chattanooga, Tenn | Behm's Commercial College | Jeremiah Behm | 1870 | 1 | --- | 12 | 2 | 15 | --- | --- | 50 | 50 | --- | --- | 1 |
| 221 | do | Mountain City Business College. | Wiley Brothers | 1886 | 3 | 2 | 137 | 70 | 34 | 8 | 80 | 18 | 30 | 6-8 | 12-16 | --- |
| 222 | Knoxville, Tenn | Knoxville Business College | J. T. Johnson | 1885 | 4 | 0 | 170 | 30 | 40 | 0 | 70 | 20 | 100 | 45 | 6 | 12 |
| 223 | Memphis, Tenn | Nelson's Business College | A. E. Nelson, president. | 1887 | 2 | 4 | 100 | 30 | 23 | --- | --- | 120 | 50 | 20 | 6 | 18 |
| 224 | Nashville, Tenn | Goodman's Business College* | Frank Goodman | 1870 | 2 | 1 | 150 | 0 | --- | 114 | --- | --- | --- | --- | --- | --- |
| 225 | do | Jennings Business College. | R. W. Jennings | 1884 | 5 | 0 | 145 | 5 | --- | --- | 40 | 0 | --- | --- | --- | 140 |
| 226 | Washington Col- lege, Tenn. | Christie's Music Business Col- lege. | H. K. Christie | 1877 | 3 | 1 | 254 | 0 | 0 | 0 | 0 | 30 | 0 | 4 | 0 | 10 |
| 227 | Austin, Tex. | Capital Business College | O. G. Neumann | 1883 | 7 | 1 | 154 | 42 | 38 | 2 | 98 | 24 | 50 | 25 | 12 | 60 |
| 228 | Dallas, Tex. | Hill's Business College | J. H. Gillespie, princ- pal. | 1887 | 5 | 1 | 183 | 20 | 17 | 2 | 50 | 15 | 50 | 25 | 4-5 | 21 |
| 229 | Fort Worth, Tex. | Fort Worth Business College. | F. P. Preutt | 1879 | 3 | 1 | 287 | 85 | 95 | 24 | 97 | 48 | 50 | 35 | 8 | 12 |
| 230 | Omen, Tex | Summer Hill Business College | A. P. Jurner | 1888 | 4 | --- | 15 | 1 | --- | --- | --- | 30 | --- | --- | 31 | --- |
| 231 | Thorp's Spring, Tex. | Commercial Department, Ada- ran Christian University. | A. C. Easley | 1890 | 2 | 1 | 40 | 35 | 0 | 0 | 25 | 0 | --- | --- | 6-9 | 4 |
| 232 | Waco, Tex. | Hill's Waco Business College* | R. H. Hill | 1890 | 6 | 1 | 375 | 25 | --- | --- | 125 | 50 | --- | --- | --- | 8 |
| 233 | Burlington, Vt | Burlington Business College. | E. G. Evans | 1878 | 1 | 3 | 57 | 20 | 22 | 5 | 40 | 15 | 56 | 3-10 | 12 | 24 |
| 234 | Lynden Center, Vt. | Lyndon Commercial College. | Walter E. Ranger, prin- cipal | 1883 | 3 | 1 | 74 | 0 | 0 | --- | --- | 30 | --- | 10 | --- | 21 |
| 235 | Waterbury Center, Vt | Minard Commercial College | Charles E. Martin | 1881 | 4 | --- | 30 | 10 | 0 | 0 | 25 | 0 | 26 | 9 | --- | 21 |
| 236 | Rutland, Vt | Rutland English and Classical Institute and Business Col- lege. | George W. Perry and O. H. Perry, principals | 1889 | 2 | 4 | 50 | 36 | 0 | 0 | --- | 625 | --- | 18 | 0 | 9 |
| 237 | Richmond, Va | Smithfield Business College | G. M. Smithfield | 1867 | 3 | 1 | 57 | 28 | 53 | 6 | 55 | 23 | 50 | 3-6 | 9-12 | 4 |
| 238 | Suffolk, Va | Reid's Normal and Business Institute | John M. Reid | 1891 | 1 | 2 | 47 | 30 | --- | --- | 60 | 0 | 40 | 9 | --- | --- |
| 239 | Spokane, Wash | Spokane Business College | Jno. R. Cassin | 1887 | 4 | 0 | 130 | 27 | 11 | 5 | 75 | 27 | 65 | 6 | 10 | 20 |
| 240 | Wallawalla, Wash. | Empire Business College | J. P. Smithfield | 1882 | 2 | 1 | 69 | 8 | --- | --- | --- | --- | --- | 6 | 12 | 3 |
| 241 | Wheeling, W. Va. | Wheeling Business College | J. M. Frasher | 1860 | 4 | 1 | 233 | 80 | 77 | 20 | 150 | 45 | --- | --- | --- | 31 |
| 242 | Appleton, Wis | De Land's Business College. | O. P. De Land | 1883 | 2 | 2 | 42 | 28 | 21 | 9 | --- | 65 | 40 | 8 | --- | --- |

* Statistics of 1889-90.

a Six months.

b Per term

a Six months.

* Statistics of 1889-90.

TABLE 24.—Statistics of commercial and business colleges for 1890-91—Continued.

| Post-office. | Name. | Executive officer. | Year of first opening. | Instruct- ors. | | Students. | | | | Average daily attend- ance. | | Annual charge for tuition. | | Number of months necessary for grad- uation. | | Number of graduates in 1890-91. |
|--------------|----------------------|------------------------------------|------------------------|-------------------|---------|-----------|---------|----------------|--------------------|--------------------------------------|-----------------|----------------------------------|-----------------|--|----|---------------------------------------|
| | | | | Male. | Female. | Male. | Female. | Day course. | Evening course. | Day course. | Evening course. | Day course. | Evening course. | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 243 | Chippewa Falls, Wis. | C. H. Howelson..... | 1887 | 1 | 1 | 27 | 20 | — | — | 40 | 60 | 348 | — | — | — | — |
| 244 | Fond du Lac, Wis. | Salem D. Mann..... | 1866 | 1 | 1 | 41 | 37 | 20 | 6 | — | — | 40 | \$18 | 6 | 9 | 10 |
| 245 | Green Bay, Wis. | J. N. McCunn..... | 1868 | 3 | 3 | 175 | 41 | 20 | 4 | 125 | 18 | 60 | 50 | 8 | — | 12 |
| 246 | La Crosse, Wis. | J. L. Wallace..... | 1868 | 2 | 1 | 110 | 20 | 12 | 2 | — | — | 40 | 45 | — | — | — |
| 247 | Madison, Wis. | R. G. Deming and J. C. Proctor. | 1856 | 5 | 0 | 141 | 66 | 35 | 11 | 105 | 17 | 45 | 50 | 6 | 12 | 16 |
| 248 | Milwaukee, Wis. | Charles Mayer..... | 1876 | 6 | 4 | 340 | 45 | — | — | — | — | 100 | 50 | — | — | — |
| 249 | do | Robert C. Spencer..... | 1863 | 4 | 6 | 205 | 86 | 68 | 21 | 150 | 70 | 100 | 25-35 | 10 | 6 | — |
| 250 | do | Mitchell Wilmot..... | 1881 | 3 | 1 | 65 | 36 | 30 | 24 | 40 | 20 | 65 | 50 | 6 | 10 | — |
| | | hand College. | | | | | | | | | | | | | | |

a Per month.

* Statistics 1889-90.

SCHOOLS FOR THE COLORED RACE.

TABLE 25.—Statistics of institutions for the instruction of the colored race, for 1890-91.

NORMAL SCHOOLS.

| Location. | Name. | Religious denomination. | Instructors. | Students. | | | |
|----------------------|--|-------------------------|--------------|-----------|--------------|-------------|--------|
| | | | | Normal. | Preparatory. | Elementary. | Total. |
| Huntsville, Ala. | Central Alabama Academy | M. E. | 4 | 43 | 22 | 145 | 211 |
| Do. | State Colored Normal and Industrial School. | Nonsect. | 16 | 96 | 167 | 0 | 263 |
| Marion, Ala. | Colored Normal Institute | Cong. | 7 | 15 | 30 | 174 | 219 |
| Mobile, Ala. | Emerson Institute | Cong. | 10 | 21 | 43 | 300 | 364 |
| Montgomery, Ala. | State Normal School for Colored Students. | Nonsect. | | 453 | 200 | 165 | 818 |
| Talladega, Ala. | Normal Department of Talladega College. | Cong. | 2 | 32 | 0 | 0 | 32 |
| Tuskegee, Ala. | Tuskegee Normal and Industrial Institute. | Nonsect. | 31 | 217 | 230 | 0 | 447 |
| Little Rock, Ark. | Normal Department of Philander Smith College. | M. E. | 1 | 12 | 0 | 0 | 12 |
| Pine Bluff, Ark. | Branch Normal College of Arkansas Industrial University. | Nonsect. | 5 | 64 | 0 | 0 | 64 |
| Southland, Ark. | Southland College and Normal Institute. | Friends | 12 | 84 | 45 | 80 | 210 |
| Washington, D. C. | Normal Department of Howard University. | Nonsect. | 6 | 134 | 0 | 0 | 134 |
| Do. | Washington Normal School (seventh and eighth divisions). | Nonsect. | 6 | 26 | 0 | 0 | 26 |
| Tallahassee, Fla. | State Normal College for Colored Teachers. | Nonsect. | 3 | 14 | 52 | 0 | 66 |
| Atlanta, Ga. | Normal Department of Atlanta University. | Nonsect. | 4 | 88 | 0 | 0 | 88 |
| Do. | Normal Department of Clark University. | M. E. | 2 | 20 | 0 | 0 | 20 |
| Augusta, Ga. | The Paine Institute. | M. E. So. | 7 | 45 | 39 | 67 | 152 |
| New Orleans, La. | Normal Department of New Orleans University. | M. E. | 3 | 33 | 0 | 0 | 33 |
| Do. | Normal Department of Southern University. | Nonsect. | 6 | 53 | 0 | 0 | 53 |
| Do. | Normal Department of Straight University. | Nonsect. | | 65 | 0 | 0 | 65 |
| Baltimore, Md. | Normal Department of Morgan College. | M. E. | 4 | 77 | 0 | 0 | 77 |
| Holly Springs, Miss. | Normal Department of Rust University. | M. E. | 2 | 69 | 0 | 0 | 69 |
| Do. | Mississippi State Colored Normal School. | Nonsect. | 4 | 31 | 43 | 88 | 162 |
| Jackson, Miss. | Jackson College. | Bapt. | 8 | 160 | 50 | 67 | 277 |
| Tougaloo, Miss. | Tougaloo University. | Cong. | 19 | 33 | 63 | 248 | 344 |
| Jefferson City, Mo. | Lincoln Institute. | Nonsect. | 7 | 42 | 163 | 0 | 205 |
| Ashboro, N. C. | Ashboro Normal School*. | Friends | 2 | 86 | 0 | 0 | 86 |
| Fayetteville, N. C. | State Colored Normal School*. | Nonsect. | 3 | 140 | 0 | 0 | 140 |
| Franklinton, N. C. | State Colored Normal School. | Nonsect. | 10 | 13 | 39 | 87 | 139 |
| Goldsboro, N. C. | do. | Nonsect. | 4 | 119 | 19 | | 138 |
| Lumberton, N. C. | Whitin Normal School. | Nonsect. | 2 | 27 | 0 | 50 | 77 |
| Plymouth, N. C. | State Colored Normal School. | Nonsect. | 4 | 82 | 37 | 0 | 119 |
| Raleigh, N. C. | Normal Department of Shaw University. | Bapt. | 11 | 244 | 47 | 0 | 291 |
| Do. | St. Augustine Normal School and Collegiate Institute. | P. E. | 8 | 74 | 42 | 45 | 161 |
| Salisbury, N. C. | State Colored Normal School*. | Nonsect. | 4 | 119 | 0 | 0 | 119 |
| Do. | Normal Department of Livingstone College.* | A. M. E. Z. | 5 | 33 | 0 | 0 | 33 |
| Wilberforce, Ohio. | Normal Department of Wilberforce University. | A. M. E. | 5 | 27 | 27 | 0 | 54 |
| Aiken, S. C. | Schofield Normal and Industrial School. | Nonsect. | 8 | 47 | 38 | 77 | 162 |
| Charleston, S. C. | Avery Normal Institute. | Cong. | 8 | 156 | 113 | 126 | 395 |
| Columbia, S. C. | Normal Department of Allen University. | A. M. E. | | 194 | 0 | 0 | 194 |
| Greenwood, S. C. | Brewer Normal School. | Cong. | 8 | 104 | 50 | 320 | 474 |
| Orangeburg, S. C. | Normal Department of Claflin University. | M. E. | 5 | 112 | 0 | 0 | 112 |

*In 1889-90

TABLE 25.—*Statistics of institutions for the instruction of the colored race, for 1890-91—Continued.*

NORMAL SCHOOLS—Continued.

| Location. | Name. | Religious denomination. | Instructors. | Students. | | | |
|-----------------------------|--|-------------------------|--------------|-----------|--------------|-------------|--------|
| | | | | Normal. | Preparatory. | Elementary. | Total. |
| Knoxville, Tenn. | Normal Department of Knoxville College. | Presb. | 9 | 72 | 0 | 0 | 72 |
| Memphis, Tenn. | Le Moyne Normal Institute .. | Cong. | 16 | 120 | 38 | 436 | 594 |
| Morristown, Tenn. | Morristown Normal Academy .. | M. E. | 8 | 65 | 111 | 130 | 306 |
| Nashville, Tenn. | Normal Department of Central Tennessee College. | M. E. | 3 | 68 | 0 | 0 | 68 |
| Do. | Normal Department of Fisk University. | Cong. | 8 | 76 | 0 | 0 | 76 |
| Do. | Normal Department of Roger Williams University. | Bapt. | 2 | 39 | 0 | 0 | 39 |
| Austin, Tex. | Tillotson Collegiate and Normal Institute. | Cong. | 9 | 30 | 2 | 163 | 200 |
| Hempstead, Tex. | Prairie View State Normal School.* | Nonsect. | 5 | 138 | 0 | 0 | 138 |
| Hampton, Va. | Hampton Normal and Agricultural Institute. | Cong. | 35 | 333 | 303 | 0 | 636 |
| Petersburg, Va. | Virginia Normal and Collegiate Institute. | Nonsect. | 16 | 168 | 164 | 59 | 391 |
| Harper's Ferry, W. Va. | Storer College | Nonsect. | 8 | 185 | 0 | 0 | 185 |
| | Colored normal students in various Northern schools. | | | 207 | | | 207 |
| | Total | | 375 | 5,011 | 2,178 | 2,853 | 10,042 |

UNIVERSITIES AND COLLEGES.

| Location. | Name. | Religious denomination. | Instructors. | Students a. | | | |
|------------------------------|--|-------------------------|--------------|-------------|--------------|-------------|--------|
| | | | | Collegiate. | Preparatory. | Elementary. | Total. |
| Selma, Ala. | Selma University | Bapt. | 7 | 10 | 35 | 480 | 525 |
| Little Rock, Ark. | Philander Smith College | M. E. | 15 | 14 | 29 | 264 | 307 |
| Washington, D. C. | Howard University | Nonsect. | 9 | 24 | 40 | 0 | 64 |
| Atlanta, Ga. | Atlanta University | Nonsect. | 26 | 20 | 51 | 439 | 510 |
| Do. | Clark University | M. E. | 12 | 3 | 23 | 404 | 430 |
| Berea, Ky. | Berea College | Nonsect. | 18 | 31 | 67 | 258 | 356 |
| New Orleans, La. | Leland University | Bapt. | 13 | 3 | 21 | 263 | 287 |
| Do. | New Orleans University | M. E. | 17 | 10 | 20 | 459 | 489 |
| Do. | Southern University | Nonsect. | 17 | 0 | 48 | 352 | 400 |
| Do. | Straight University | Cong. | 16 | 3 | 6 | 497 | 506 |
| Baltimore, Md. | Morgan College | M. E. | 9 | 4 | 50 | 40 | 94 |
| Holly Springs, Miss. | Rust University | Nonsect. | 8 | 33 | 40 | 184 | 257 |
| Rodney, Miss. | Alcorn Agricultural and Mechanical College. | Nonsect. | 9 | 86 | 50 | 102 | 238 |
| Charlotte, N. C. | Biddle University | Presb. | 8 | 46 | 55 | 60 | 162 |
| Orangeburg, S. C. | Shaw University | Bapt. | 3 | 36 | 33 | 0 | 69 |
| Salisbury, N. C. | Livingstone College | A. M. E. Z. | 12 | 25 | 70 | 180 | 275 |
| Wilberforce, Ohio. | Wilberforce University | A. M. E. | 9 | 12 | 25 | 127 | 164 |
| Lincoln University, Pa. | Lincoln University | Presb. | 14 | 143 | 63 | 0 | 206 |
| Columbia, S. C. | Allen University | A. M. E. | 9 | 12 | 120 | 288 | 420 |
| Orangeburg, S. C. | Clafin University | M. E. | 16 | 13 | 19 | 820 | 852 |
| Knoxville, Tenn. | Knoxville College | Presb. | 18 | 15 | 52 | 174 | 241 |
| Nashville, Tenn. | Central Tennessee College | M. E. | 20 | 9 | 50 | 541 | 600 |
| Do. | Fisk University | Cong. | 21 | 51 | 68 | 293 | 412 |
| Do. | Roger Williams University | Bapt. | 13 | 18 | 24 | 145 | 187 |
| Waco, Tex. | Paul Quinn College | A. M. E. | 5 | 27 | 11 | 147 | 185 |
| | Colored students attending various Northern universities and colleges. | | | 160 | | | 160 |
| | Total | | 324 | 808 | 1,071 | 6,517 | 8,396 |

*In 1889-90.

a Exclusive of professional and normal students.

TABLE 25.—*Statistics of institutions for the instruction of the colored race, for 1890-91—Continued.*

INSTITUTIONS FOR SECONDARY INSTRUCTION.

| Location. | Name. | Religious denomination. | Instructors. | Students. | | |
|--------------------|---|-------------------------|--------------|------------|-------------|--------|
| | | | | Secondary. | Elementary. | Total. |
| Athens, Ala. | Trinity School | Cong. | 5 | 14 | 185 | 199 |
| Prattville, Ala. | Prattville Male and Female Academy.* | Nonsect. | 3 | | | 44 |
| Selma, Ala. | Burrell School | Cong. | 8 | | | 219 |
| Talladega, Ala. | Talladega College | Cong. | 16 | 41 | 446 | 487 |
| Jacksonville, Fla. | Cookman Institute | M. E. | 9 | 39 | 392 | 431 |
| Live Oak, Fla. | Florida Institute | Bapt. | 4 | 7 | 98 | 105 |
| Athens, Ga. | Jewel Normal School* | | 2 | | | 90 |
| Do | Knox Institute* | | 1 | | | 20 |
| Atlanta, Ga. | Atlanta Baptist Seminary | Bapt. | 5 | 119 | 85 | 204 |
| Do | Spelman Seminary | Bapt. | 34 | 102 | 740 | 842 |
| Do | Storrs School | Cong. | 3 | | | 481 |
| La Grange, Ga. | La Grange Academy | M. E. | 3 | 3 | 167 | 170 |
| McIntosh, Ga. | Dorchester Academy | Cong. | 7 | | | 303 |
| Macon, Ga. | Ballard Normal School | Cong. | 13 | | | 630 |
| Savannah, Ga. | Beach Institute | Cong. | 11 | | | 351 |
| Thomasville, Ga. | Industrial Institute | Cong. | 7 | | | 201 |
| Waynesboro, Ga. | Haven Academy | M. E. | 3 | 3 | 178 | 181 |
| Lexington, Ky. | Lexington Colored Normal School | Cong. | 6 | | | 215 |
| New Castle, Ky. | Christian Bible School* | Christ. | 1 | | | 27 |
| Alexandria, La. | Alexandria Academy | M. E. | 4 | | | 138 |
| New Iberia, La. | Mount Carmel Convent* | | 1 | | | 15 |
| New Orleans, La. | La Harpe Academy | M. E. | 2 | | | 112 |
| Winsted, La. | Gilbert Academy | M. E. | 24 | 16 | 374 | 390 |
| Princess Anne, Md. | Delaware Academy | M. E. | 3 | 18 | 41 | 62 |
| Clinton, Miss. | Mount Hermon Female Seminary | Nonsect. | 6 | 22 | 157 | 179 |
| Meridian, Miss. | Meridian Academy | M. E. | 3 | 72 | 153 | 225 |
| Natchez, Miss. | Natchez College | Bapt. | 4 | 45 | 114 | 159 |
| Mill Spring, Mo. | Hale's College | Bapt. | 2 | 54 | 11 | 65 |
| All Healing, N. C. | Lincoln Academy | Cong. | 5 | | | 137 |
| Beaufort, N. C. | Washburn Seminary | Cong. | 5 | 18 | 102 | 120 |
| Concord, N. C. | Scotia Seminary | Presb. | 11 | 17 | 221 | 238 |
| Greensboro, N. C. | Bennett Seminary | M. E. | 7 | 39 | 183 | 222 |
| Wilmington, N. C. | Gregory Institute | Cong. | 11 | 120 | 280 | 380 |
| Windsor, N. C. | Rankin-Richards Institute | Nonsect. | 3 | 22 | 178 | 200 |
| Winton, N. C. | Waters Normal Institute | Bapt. | 4 | 4 | 158 | 162 |
| Philadelphia, Pa. | Institute for Colored Youth | Friends | 6 | 50 | 250 | 300 |
| Charleston, S. C. | Wallingford Academy | Presb. | 7 | 53 | 452 | 505 |
| Chester, S. C. | Brainerd Institute | Presb. | 11 | 75 | 395 | 470 |
| Columbia, S. C. | Benedict Institute | Bapt. | 7 | 52 | 271 | 323 |
| Frogmore, S. C. | Penn Industrial and Normal School | Nonsect. | 3 | 36 | 210 | 246 |
| Morristown, Tenn. | Morristown Seminary and Normal Institute. | M. E. | 8 | 69 | 237 | 305 |
| Crockett, Tex. | Mary Allen Seminary | Presb. | | | | 200 |
| Hearne, Tex. | Hearne Academy | Bapt. | 2 | 29 | 94 | 123 |
| Marshall, Tex. | Bishop College | Bapt. | 8 | 150 | 133 | 283 |
| Do | Wiley University | M. E. | 10 | 22 | 303 | 331 |
| Norfolk, Va. | Norfolk Mission School | U. Presb. | 10 | 47 | 516 | 563 |
| Richmond, Va. | Hartshorn Memorial College | Bapt. | 8 | 43 | 60 | 103 |
| | Colored pupils attending various other secondary schools. | | | 80 | | 80 |
| | Total | | 317 | | | 11,837 |

* In 1839-90.

TABLE 25.—*Statistics of institutions for the instruction of the colored race, for 1890-91—Continued.*

SCHOOLS OF THEOLOGY.

| Location. | Name. | Religious denomination. | Instructors. | Students. |
|------------------------------|---|-------------------------|--------------|-----------|
| Selma, Ala | Theological Department of Selma University* | Bapt | 4 | 25 |
| Talladega, Ala | Theological Department of Talladega College | Cong | 1 | 9 |
| Tuscaloosa, Ala | Institute for Training Colored Ministers | Presb | 2 | 23 |
| Little Rock, Ark | Theological Department of Philander Smith College | M. E. .... | ..... | 20 |
| Washington, D. C. | Theological Department of Howard University | Nonsect | 10 | 37 |
| Do | Wayland Seminary | Bapt | 6 | 41 |
| Atlanta, Ga | Atlanta Baptist Seminary | Bapt | 3 | 65 |
| Do | Gammon Theological Seminary | M. E. | 4 | 79 |
| Berea, Ky | Theological Department of Berea College | Nonsect | 2 | 19 |
| New Orleans, La | Gilbert Haven School of Theology (N. O. Univ.) | M. E. | 3 | 15 |
| Do | Theological Department of Leland University | Bapt | 2 | 25 |
| Do | Theological Department of Straight University | Cong | 2 | 6 |
| Baltimore, Md | Theological Department of Morgan College | M. E. | 3 | 8 |
| Holly Springs, Miss | Theological Department of Rust University | M. E. | 2 | 24 |
| Charlotte, N. C. | Theological Department of Biddle University | Presb | 3 | 15 |
| Raleigh, N. C. | Theological Department of St. Augustine's Normal School | P. E. | 2 | 9 |
| Do | Theological Department of Shaw University | Bapt | 2 | 45 |
| Wilberforce, Ohio | Theological Department of Wilberforce University | A. M. E. | 3 | 6 |
| Lincoln University, Pa. | Theological Department of Lincoln University | Presb | 7 | 22 |
| Columbia, S. C. | Benedict Institute* | Bapt | 1 | 43 |
| Do | Theological Department of Allen University | A. M. E. | 6 | 22 |
| Nashville, Tenn | Theological Department of Central Tennessee College | M. E. | 4 | 34 |
| Do | Theological Department of Fisk University | Cong | 1 | 9 |
| Do | Theological Department of Roger Williams University | Bapt | 2 | 22 |
| Richmond, Va | Richmond Theological Seminary | Bapt | 4 | 60 |
| | Colored students in theological schools designed for whites. .... | ..... | ..... | 71 |
| | Total ..... | ..... | 79 | 755 |

SCHOOLS OF LAW.

| Location. | Name. | Instructors. | Students. |
|-------------------------|--|--------------|-----------|
| Washington, D. C. | Law Department of Howard University | 5 | 63 |
| Raleigh, N. C. | Law Department of Shaw University | 1 | 9 |
| Wilberforce, Ohio | Law Department of Wilberforce University | 2 | 2 |
| Columbia, S. C. | Law Department of Allen University ..... | ..... | 20 |
| Nashville, Tenn | Law Department of Central Tennessee College | 3 | 7 |
| | Colored students attending law schools designed for whites. .... | ..... | 23 |
| | Total | 11 | 121 |

* In 1892-90.

TABLE 25.—*Statistics of institutions for the instruction of the colored race, for 1890-91—Continued.*

SCHOOLS OF MEDICINE, DENTISTRY, AND PHARMACY.

| Location. | Name. | Instructors. | Students. |
|-----------------------|---|--------------|-----------|
| Little Rock, Ark..... | Medical department of Philander Smith College..... | 1 | 10 |
| Washington, D. C..... | Howard University: | | |
| | Medical department..... | 11 | 60 |
| | Pharmaceutical department..... | 4 | 7 |
| | Dental department..... | | 7 |
| New Orleans, La..... | Medical department of New Orleans University..... | 6 | 18 |
| Raleigh, N. C..... | Leonard Medical College of Shaw University..... | 7 | 48 |
| Nashville, Tenn..... | Central Tennessee College: | | |
| | Meharry medical department..... | 13 | 79 |
| | Dental department..... | | 5 |
| | Pharmaceutical department..... | 5 | 9 |
| | Colored students attending schools designed for whites..... | | 63 |
| | Total | 47 | 303 |

SCHOOLS FOR THE DEAF AND DUMB AND THE BLIND. *a*

| | | | |
|-------------------------|--|-----|-----|
| Little Rock, Ark..... | Arkansas School for the Blind..... | 15 | 21 |
| Do..... | Arkansas Institute for Deaf-Mutes..... | 8 | 11 |
| St. Augustine, Fla..... | Florida Institute for the Deaf and the Blind..... | 6 | 15 |
| Cave Spring, Ga..... | Georgia Institute for the Deaf and Dumb..... | 9 | 33 |
| Macon, Ga..... | Georgia Academy for the Blind..... | 10 | 17 |
| Danville, Ky..... | Kentucky Institution for the Education of Deaf-Mutes..... | 18 | 35 |
| Louisville, Ky..... | Kentucky Institution for the Education of the Blind..... | 8 | 24 |
| Baltimore, Md..... | Maryland School for Colored Blind and Deaf-Mutes..... | 64 | 22 |
| Jackson, Miss..... | Institution for the Education of Deaf and Dumb..... | 11 | 18 |
| Fulton, Mo..... | School for the Deaf and Dumb..... | 18 | 10 |
| St. Louis, Mo..... | Missouri School for the Blind..... | 15 | 7 |
| Raleigh, N. C..... | North Carolina Institution for the Deaf and Dumb and the Blind..... | 10 | 57 |
| Cedar Spring, S. C..... | South Carolina Institution for the Education of the Deaf and Dumb and the Blind..... | 62 | 24 |
| Knoxville, Tenn..... | Tennessee School for the Deaf and Dumb..... | 11 | 27 |
| Nashville, Tenn..... | Tennessee School for the Blind..... | 9 | 15 |
| Austin, Tex..... | Institution for Deaf and Dumb and Blind Colored Youth..... | 64 | 68 |
| | Deaf, dumb, and blind colored youth in various other institutions (mainly Northern)..... | | 132 |
| | Total | 158 | 536 |

a Instructors for both white and colored departments are given.*b* For colored department only.

TABLE 26.—Summary of statistics of State institutions for the deaf, for 1890-91.

| Division and State. | Instructors. | | | | | | Pupils. | | | | | | Volumes in li- | | | | Value of scientific apparatus. | Value of grounds and buildings. | Receipts. | Expenditures. |
|------------------------------|--------------|----------|----------|---------------|------------------------|-------------------------|----------|----------|-----------|---------------|------------------------|---------------|-------------------------|-----------------------|-----------|-----------|--------------------------------|---------------------------------|-------------|---------------|
| | Male. | Female. | Total. | Articulation. | Articular per-ception. | Industrial de-partment. | Male. | Female. | Total. | Articulation. | Articular per-ception. | Kindergarten. | Industrial de-partment. | Graduates in 1890-91. | 17 | 18 |  |  |  |  | 19 | 20 | 21 |
| I | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| United States..... | 48 | 267 | 316 | 583 | 107 | 107 | 184 | 4,266 | 3,285 | 7,511 | 2,806 | 199 | 219 | 3,222 | 252 | 61,292 | \$15,085 | \$9,383,527 | \$1,619,402 | \$1,756,857 |
| North Atlantic Division..... | 13 | 61 | 139 | 200 | 107 | 18 | 73 | 1,382 | 1,099 | 2,481 | 1,661 | 98 | 193 | 1,391 | 121 | 17,937 | 7,370 | 2,835,506 | 566,618 | 578,069 |
| Massachusetts..... | 1 | 0 | 2 | 2 | 1 | --- | 2 | 20 | 8 | 28 | 20 | 0 | 0 | 0 | --- | --- | --- | --- | 4,000 | 4,046 |
| Connecticut..... | 1 | 7 | 8 | 16 | 4 | 0 | 3 | 80 | 62 | 151 | 85 | 0 | 0 | 56 | --- | 2,000 | 250,000 | 24,636 | 24,636 | |
| New York..... | 7 | 77 | 80 | 117 | 79 | 18 | 47 | 793 | 624 | 1,417 | 1,335 | 98 | 193 | 899 | 79 | 7,996 | 4,870 | 1,355,629 | 332,932 | 356,230 |
| New Jersey..... | 1 | 4 | 7 | 11 | 2 | 0 | 3 | 63 | 70 | 133 | 30 | 0 | --- | 57 | 0 | 1,550 | 300 | 100,000 | 38,000 | 38,000 |
| Pennsylvania..... | 3 | 13 | 41 | 54 | 21 | 0 | 18 | 417 | 335 | 752 | 201 | 0 | 0 | 349 | 30 | 7,391 | 2,300 | 1,129,967 | 137,050 | 155,157 |
| South Atlantic Division..... | 9 | 48 | 25 | 73 | 10 | 0 | 27 | 393 | 328 | 721 | 246 | 15 | 23 | 243 | 25 | 10,845 | 4,530 | 1,416,000 | 179,915 | 259,278 |
| Maryland..... | 2 | 10 | 9 | 19 | 2 | 0 | 7 | 64 | 57 | 121 | 56 | 0 | 20 | 94 | 4 | 2,505 | 780 | 250,000 | 25,000 | 25,000 |
| District of Columbia..... | 1 | 12 | 2 | 14 | 1 | 0 | 1 | 70 | 24 | 94 | 31 | 0 | 0 | --- | 7 | 3,500 | 3,000 | 700,000 | --- | 65,148 |
| Virginia..... | 1 | 7 | 2 | 9 | 1 | 0 | 5 | 46 | 47 | 93 | 25 | 0 | 0 | 0 | 6 | 200 | 50 | 175,000 | --- | 34,951 |
| West Virginia..... | 1 | 4 | 2 | 6 | 1 | 0 | 6 | 39 | 38 | 77 | 33 | 0 | 0 | 36 | 0 | 800 | 0 | 70,000 | 27,040 | 27,291 |
| North Carolina..... | 1 | 6 | 2 | 8 | 1 | 0 | 2 | 61 | 61 | 122 | 61 | 15 | --- | 11 | 0 | 1,800 | 0 | 100,000 | 27,040 | 27,291 |
| South Carolina..... | 1 | 2 | 3 | 6 | 2 | 0 | 4 | 33 | 36 | 69 | 20 | 0 | 0 | 0 | 3 | 550 | --- | 53,000 | 13,375 | 18,188 |
| Georgia..... | 1 | 6 | 3 | 9 | 1 | 0 | 1 | 62 | 48 | 110 | 0 | 0 | 0 | 62 | 5 | 1,200 | 700 | 70,000 | 32,000 | 32,200 |
| Florida..... | 1 | 1 | 2 | 3 | 1 | 0 | 1 | 81 | 17 | 35 | 14 | 0 | 6 | 4 | 0 | 200 | 0 | 16,000 | 7,500 | 7,500 |
| South Central Division..... | 8 | 44 | 32 | 76 | 8 | 1 | 24 | 595 | 407 | 996 | 22 | 14 | 0 | 387 | 6 | 4,750 | 1,235 | 1,130,000 | 230,318 | 199,449 |
| Kentucky..... | 1 | 11 | 7 | 18 | 1 | 0 | 4 | 111 | 65 | 176 | 31 | 0 | 0 | 54 | 0 | 1,300 | 10 | 178,000 | 38,000 | 38,000 |
| Tennessee..... | 1 | 6 | 5 | 11 | 1 | 0 | 3 | 91 | 67 | 158 | 68 | 0 | 0 | 28 | 0 | 600 | --- | 125,000 | 36,000 | 36,000 |
| Alabama..... | 1 | 3 | 3 | 6 | 1 | 0 | 3 | 42 | 40 | 82 | 18 | 0 | 0 | 0 | 0 | 0 | 500 | 75,000 | 42,000 | 18,270 |
| Mississippi..... | 1 | 8 | 1 | 9 | 1 | 1 | 2 | 45 | 50 | 95 | 15 | 6 | 0 | 10 | 0 | 300 | --- | 100,000 | 14,622 | 14,622 |
| Louisiana..... | 1 | 3 | 3 | 5 | 1 | 0 | 1 | 32 | 30 | 62 | 23 | 8 | --- | 10 | 0 | 300 | --- | 250,000 | 19,000 | 17,500 |
| Texas..... | 2 | 12 | 7 | 19 | 2 | 0 | 6 | 142 | 87 | 229 | 42 | 0 | 0 | 56 | 6 | 680 | 225 | 212,000 | 63,456 | 56,857 |
| Arkansas..... | 1 | 2 | 6 | 8 | 1 | 0 | 4 | 62 | 62 | 125 | 30 | 0 | 0 | 203 | 0 | 800 | 500 | 90,000 | 17,240 | 19,670 |
| North Central Division..... | 12 | 95 | 108 | 203 | 25 | 5 | 53 | 1,755 | 1,314 | 3,069 | 757 | 50 | 0 | 1,091 | 94 | 25,655 | 1,900 | 3,222,855 | 502,701 | 553,020 |
| Ohio..... | 1 | 10 | 14 | 24 | 2 | 0 | 8 | 197 | 198 | 395 | 114 | 0 | 0 | 135 | 12 | 2,500 | 500 | 750,000 | 90,935 | 90,935 |
| Indiana..... | 1 | 12 | 9 | 21 | 1 | 0 | 4 | 180 | 162 | 342 | 68 | 0 | 0 | 114 | 18 | 3,800 | 500 | 521,000 | 83,500 | 72,385 |

| | 1 | 16 | 23 | 39 | 6 | 0 | 6 | 300 | 219 | 519 | 200 | 15 | 0 | 183 | 10 | 12,340 | 500 | 400,000 | 105,000 | 105,000 |
|-----------------------|---|----|----|----|---|---|---|-----|-----|-----|-----|----|---|-----|----|--------|-----|---------|---------|---------|
| Illinois..... | 1 | 16 | 23 | 39 | 6 | 0 | 6 | 300 | 219 | 519 | 200 | 15 | 0 | 183 | 10 | 12,340 | 500 | 400,000 | 105,000 | 105,000 |
| Michigan..... | 1 | 1 | 12 | 18 | 2 | 0 | 5 | 157 | 145 | 302 | 50 | 0 | 0 | 119 | 24 | 1,400 | 150 | 419,755 | 57,000 | 57,000 |
| Wisconsin..... | 1 | 10 | 19 | 19 | 3 | 0 | 6 | 145 | 78 | 223 | 45 | 0 | 0 | 80 | 10 | 1,400 | 100 | 110,000 | 40,000 | 39,234 |
| Minnesota..... | 1 | 6 | 5 | 11 | 2 | 1 | 5 | 117 | 89 | 206 | 65 | 0 | 0 | 151 | 13 | 1,350 | 50 | 220,000 | 37,612 | 37,612 |
| Iowa..... | 1 | 10 | 8 | 18 | 2 | 0 | 0 | 199 | 110 | 309 | 25 | 0 | 0 | 0 | 0 | 1,800 | --- | 400,000 | --- | 64,800 |
| Missouri..... | 1 | 8 | 10 | 18 | 2 | 0 | 7 | 204 | 121 | 225 | 80 | 0 | 0 | 97 | 0 | 1,150 | --- | 250,000 | 49,054 | 49,054 |
| North Dakota..... | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 13 | 10 | 23 | 0 | 0 | 0 | 0 | 0 | 80 | --- | 37,000 | 5,000 | 5,000 |
| South Dakota..... | 1 | 2 | 1 | 3 | 1 | 0 | 4 | 25 | 15 | 40 | 23 | 0 | 0 | 18 | 0 | 120 | --- | --- | --- | --- |
| Nebraska..... | 1 | 4 | 5 | 9 | 3 | 3 | 3 | 79 | 63 | 142 | 47 | 25 | 0 | 101 | 7 | --- | --- | --- | --- | --- |
| Kansas..... | 1 | 10 | 11 | 21 | 1 | 1 | 5 | 139 | 104 | 243 | 40 | 10 | 0 | 163 | 0 | 1,115 | 100 | 115,000 | 34,600 | 32,000 |
| Western Division..... | 6 | 19 | 12 | 31 | 5 | 3 | 7 | 211 | 143 | 354 | 120 | 22 | 0 | 110 | 6 | 2,105 | 50 | 789,076 | 139,856 | 167,011 |
| Colorado..... | 1 | 5 | 4 | 9 | 1 | 1 | 3 | 40 | 40 | 80 | 24 | 12 | 0 | 53 | 0 | 590 | 50 | 157,076 | 37,622 | 88,867 |
| New Mexico..... | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 7 | 2 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | --- | 2,478 | 2,478 |
| Utah..... | 1 | 1 | 1 | 2 | 0 | 0 | 1 | 27 | 10 | 37 | 10 | 0 | 0 | 17 | 0 | 25 | 0 | 100,000 | 10,000 | 10,000 |
| Washington..... | 1 | 2 | 1 | 3 | 1 | 1 | 1 | 25 | 18 | 43 | 11 | 5 | 0 | 7 | 0 | --- | --- | 87,000 | 37,000 | 12,000 |
| Oregon..... | 1 | 3 | 1 | 4 | 1 | 1 | 1 | 21 | 12 | 33 | 15 | 5 | 0 | 7 | 0 | --- | 0 | 10,000 | 7,000 | 7,000 |
| California..... | 1 | 7 | 3 | 10 | 2 | 0 | 2 | 91 | 61 | 152 | 60 | 0 | 0 | 26 | 6 | 1,500 | --- | 435,000 | 45,750 | 46,696 |

TABLE 27.—Statistics of State institutions for the deaf, for 1890-91—PART I.

| Post-office. | Name. | Year of first opening. | Superintendent or principal. | Instructors. | | | Pupils. | | | | | | Industrial department. | | | | | Method of instruction. | Graduates in 1890-91. |
|--------------|-------------------------|------------------------|---|--------------|---------|------------------|-----------------------|---------------------------|-------|---------|------------------|-----------------------|------------------------|------------------------|-------------|-----------|---------------|------------------------|-----------------------|
| | | | | Male. | Female. | In articulation. | In aural development. | In industrial department. | Male. | Female. | In articulation. | In aural development. | In kindergarten. | Carpentry and joinery. | Shoemaking. | Printing. | Other trades. | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1 | Taliedaga, Ala..... | 1860 | J. H. Johnson, M. D..... | 3 | 3 | 1 | 0 | 3 | 42 | 40 | 18 | 0 | 0 | 12 | --- | 16 | --- | 0 | Combined. |
| 2 | Little Rock, Ark..... | 1867 | Francis D. Clarke..... | 2 | 6 | 1 | 0 | 4 | 62 | 62 | 30 | 0 | 0 | 0 | 24 | 19 | 160 | 20 | Combined. |
| 3 | Berkeley, Cal..... | 1860 | Warring Wilkinson..... | 7 | 3 | 2 | --- | 2 | 91 | 61 | 60 | 0 | --- | 13 | 0 | 13 | --- | 6 | Combined. |
| 4 | Colorado Springs, Colo. | 1874 | John E. Ray..... | 5 | 4 | 1 | 1 | 3 | 40 | 40 | 24 | 12 | --- | 9 | 0 | 13 | 31 | 0 | Combined. |
| 5 | Hartford, Conn..... | 1817 | Job Williams..... | 7 | 9 | 4 | 0 | 3 | 89 | 62 | 85 | 0 | 0 | 0 | 24 | 0 | 50 | 12 | Combined. |
| 6 | Washington, D. C..... | 1857 | Edward M. Gallaudet, LL. D., president. | 12 | 2 | 1 | --- | 1 | 70 | 24 | 34 | --- | --- | 10 | --- | --- | --- | 7 | Combined. |
| 7 | St. Augustine, Fla..... | 1885 | William A. Caldwell..... | 1 | 1 | 1 | --- | 1 | 18 | 17 | 14 | --- | 6 | 2 | 0 | 0 | 2 | 0 | Combined. |
| 8 | Cave Spring, Ga..... | ----- | W. O. Conner, principal. | 6 | 3 | 1 | 0 | 1 | 62 | 48 | --- | --- | --- | --- | 62 | --- | --- | 5 | Combined. |
| 9 | Jacksonville, Ill..... | 1846 | Phillip G. Gillett, A. M., LL. D. | 16 | 23 | 6 | --- | 6 | 300 | 219 | 200 | 15 | --- | 23 | 35 | 26 | 99 | 10 | Combined. |
| 10 | Indianapolis, Ind..... | 1844 | Richard O. Johnson..... | 12 | 9 | 1 | 0 | 4 | 180 | 162 | 68 | 0 | 0 | 55 | 20 | 25 | 14 | 18 | Combined. |
| 11 | Council Bluffs, Iowa | 1859 | Henry W. Rother..... | 10 | 8 | 2 | --- | --- | 199 | 110 | 25 | --- | --- | --- | --- | --- | --- | --- | Combined. |
| 12 | Olathe, Kans..... | 1861 | S. T. Walker, superintendent. | 10 | 11 | 1 | 1 | 5 | 139 | 104 | 40 | 10 | 0 | 43 | 20 | 22 | 8 | 0 | Combined. |
| 13 | Danville, Ky..... | 1823 | William K. Argo..... | 11 | 7 | 1 | --- | 4 | 111 | 65 | 31 | --- | --- | 14 | 15 | 15 | 10 | 3 | Combined. |
| 14 | Baton Rouge, La..... | 1852 | John Jastremski..... | 2 | 3 | 1 | --- | 1 | 32 | 30 | 24 | 8 | --- | --- | --- | 10 | --- | --- | Combined. |
| 15 | Baltimore, Md..... | 1872 | Frederick D. Morrison. | 4 | 1 | 0 | 0 | 3 | 13 | 7 | 0 | 0 | 0 | 0 | 9 | 0 | 6 | 1 | Manual. |
| 16 | Frederick, Md..... | 1808 | Charles W. Ely..... | 6 | 8 | 2 | 0 | 4 | 51 | 50 | 56 | 0 | 20 | 10 | 20 | 9 | 40 | 3 | Combined. |

| 17 | Beverly, Mass. | New England Industrial School for Deaf-Mutes. | 1880 | Nellie H. Swett | 2 | 1 | 2 | 20 | 8 | 20 | 40 | 19 | 20 | 40 | 24 | Manual. |
|----|--|--|------|------------------------------|----|----|----|----|-----|-----|-----|-----|----|-----|-----|------------------|
| 18 | Flint, Mich. | Michigan School for the Deaf. | 1854 | M. T. Gass | 6 | 12 | 2 | 5 | 157 | 145 | 50 | 40 | 19 | 20 | 40 | Combined. |
| 19 | Faribault, Minn. | Minnesota School for the Deaf. | 1863 | J. L. Noyes | 6 | 5 | 2 | 5 | 117 | 89 | 65 | 9 | 13 | 15 | 114 | Combined. |
| 20 | Jackson, Miss. | Institution for the Education of the Deaf and Dumb. | 1854 | J. R. Dobyns, M.A. | 8 | 1 | 1 | 2 | 45 | 50 | 15 | 6 | 3 | 7 | 13 | Combined. |
| 21 | Fulton, Mo. | School for the Deaf and Dumb. | 1851 | James N. Tate | 8 | 10 | 2 | 0 | 204 | 121 | 80 | 0 | 42 | 36 | 19 | 0 |
| 22 | Omaha, Neb. | Nebraska Institute for the Deaf and Dumb. | 1869 | J. A. Gillispie | 4 | 5 | 3 | 3 | 79 | 63 | 47 | 25 | 0 | 18 | 0 | Combined. |
| 23 | Chambersburg (near Trenton), N. J. | New Jersey School for Deaf-Mutes. | 1883 | Weston Jenkins | 4 | 7 | 2 | 3 | 63 | 70 | 30 | 15 | 18 | 12 | 12 | Combined. |
| 24 | Santa Fe, N. Mex. | New Mexico School for the Deaf and Dumb. | 1885 | Lars M. Larson | 1 | 1 | 0 | 0 | 7 | 2 | 0 | 0 | 0 | 0 | 0 | Manual. |
| 25 | Buffalo, N. Y. (125 Edward st.). | Le Conteuex St. Mary's Institution for the Improved Instruction of Deaf-Mutes. | 1857 | Sister Mary Anne Burke. | 3 | 16 | 11 | 2 | 74 | 67 | 141 | 8 | 30 | 3 | 5 | Combined. |
| 26 | Fordham, N. Y. | St. Joseph's Institute for the Improved Instruction of Deaf-Mutes. | 1869 | Ernestine Narden, president. | 1 | 22 | 23 | 7 | 14 | 142 | 164 | 286 | 43 | 0 | 2 | Oral. |
| 27 | Malone, N. Y. | Northern New York Institution for Deaf-Mutes. | 1884 | Henry C. Rider | 4 | 2 | 1 | 0 | 3 | 58 | 37 | 30 | 0 | 0 | 7 | Combined. |
| 28 | New York, N. Y. (Lex. ave., bet 67th and 68th sts.). | Institution for the Improved Instruction of Deaf-Mutes. | 1867 | D. Greenberger | 9 | 12 | 21 | 3 | 110 | 101 | 211 | 66 | 47 | 102 | 29 | Oral. |
| 29 | New York, N. Y. (Washington Heights). | New York Institution for the Instruction of the Deaf and Dumb. | 1818 | C. H. Brainerd | 7 | 9 | 7 | 7 | 11 | 231 | 111 | 335 | 35 | 53 | 47 | Combined. |
| 30 | Rochester, N. Y. (945 N. St. Paulst.). | Western New York Institution for Deaf-Mutes. | 1876 | Zonas F. Westervelt. | 5 | 16 | 13 | 2 | 6 | 87 | 73 | 160 | 12 | 44 | 12 | Oral. |
| 31 | Rome, N. Y. | Central New York Institution for Deaf-Mutes. | 1875 | Edward B. Nelson, B.A. | 8 | 3 | 3 | 3 | 91 | 71 | 162 | 12 | 21 | 22 | 7 | Combined. |
| 32 | Raleigh, N. C. | North Carolina Institution for the Deaf and Dumb and the Blind. | 1845 | W. J. Young | 6 | 2 | 1 | 2 | 61 | 61 | 15 | 1 | 10 | 1 | 10 | Combined. |
| 33 | Devils Lake, N. Dak. | School for the Deaf of North Dakota. | 1890 | A. R. Spear | 1 | 1 | 1 | 13 | 10 | 13 | 10 | 13 | 10 | 13 | 10 | Manual. |
| 34 | Columbus, Ohio. | Ohio Institution for the Education of the Deaf and Dumb. | 1829 | James W. Knott, M. S. | 10 | 14 | 2 | 0 | 8 | 107 | 198 | 114 | 0 | 38 | 26 | Combined. |
| 35 | Salem, Oregon | Oregon School for Deaf-Mutes. | 1870 | Rev. P. S. Knight, Ph. D. | 3 | 1 | 1 | 1 | 1 | 21 | 12 | 15 | 5 | 0 | 0 | Combined. |
| 36 | Philadelphia, Pa. | Pennsylvania Institution for the Deaf and Dumb. | 1821 | A. L. Coulter, A. M. | 8 | 28 | 13 | 0 | 11 | 278 | 216 | 120 | 0 | 0 | 20 | Oral and manual. |
| 37 | Scranton, Pa. | Pennsylvania Oral School for the Deaf. | 1883 | M. B. C. Brown | 6 | 6 | 6 | 1 | 24 | 22 | 46 | 0 | 0 | 20 | 0 | Oral. |
| 38 | Wilkinsburg, Pa. | Western Pennsylvania Institution for the Instruction of the Deaf and Dumb. | 1876 | William N. Burt, Principal. | 5 | 7 | 2 | 0 | 5 | 115 | 97 | 35 | 0 | 0 | 22 | Combined. |
| 39 | Cedar Springs, S. C. | South Carolina Institution for the Education of the Deaf and Dumb and the Blind. | 1849 | Newton F. Walker | 2 | 4 | 2 | 4 | 33 | 36 | 20 | 3 | 36 | 20 | 3 | Combined. |

a The last Legislature lengthened the term, therefore no graduates this year.

TABLE 27.—Statistics of State institutions for the deaf, for 1890-91—PART I—Continued.

| Post-office. | Name. | Year of first opening. | Superintendent or principal. | Instructors. | | | Pupils. | | | | | | Industrial department. | | | | Method of instruction. | | |
|--------------|-----------------------|------------------------|------------------------------|--------------|---------|------------------|-----------------------|---------------------------|-------|---------|------------------|-----------------------|------------------------|------------------------|-------------|-----------|------------------------|---------------|-----------|
| | | | | Male. | Female. | In articulation. | In aural development. | In industrial department. | Male. | Female. | In articulation. | In aural development. | In kindergarten. | Carpentry and joinery. | Shoemaking. | Printing. | | Other trades. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 40 | Sioux Falls, S. Dak. | 1889 | James Simpson | 2 | 1 | 1 | 0 | 4 | 25 | 15 | 23 | 0 | --- | 5 | 0 | 4 | 9 | --- | Combined. |
| 41 | Knoxville, Tenn. | 1845 | Thos. L. Moses | 6 | 5 | 1 | --- | 4 | 91 | 67 | 68 | --- | --- | --- | 12 | 14 | --- | --- | Combined. |
| 42 | Austin, Tex. | 1887 | W. H. Holland | 1 | 1 | 1 | --- | 2 | 24 | 14 | 6 | --- | 0 | 0 | 12 | 0 | 12 | 0 | Combined. |
| 43 | do. | 1887 | W. A. Kendall | 11 | 6 | 1 | --- | 4 | 118 | 73 | 36 | --- | --- | 3 | 11 | 18 | --- | 6 | Combined. |
| 44 | Salt Lake City, Utah. | 1884 | Frank W. Metcalf | 1 | 2 | 0 | 0 | 1 | 27 | 10 | 0 | 0 | 0 | 3 | 3 | 1 | 10 | 0 | Manual. |
| 45 | Staunton, Va. | 1839 | Thomas S. Doyle | 7 | 2 | 1 | 0 | 5 | 46 | 47 | 25 | 0 | 0 | 6 | 7 | 9 | 4 | 6 | Combined. |
| 46 | Vancouver, Wash. | 1886 | J. Watson | 2 | 1 | 1 | 1 | --- | 25 | 18 | 11 | 5 | 0 | --- | --- | --- | 7 | 0 | Combined. |
| 47 | Romney, W. Va. | 1870 | C. H. Hill | 4 | 2 | 1 | 0 | 6 | 39 | 38 | 36 | 0 | 0 | 2 | 10 | 8 | 16 | --- | Combined. |
| 48 | Delavan, Wis. | 1852 | John M. Swiler | 10 | 9 | 3 | --- | 6 | 145 | 78 | 45 | --- | 0 | 18 | 42 | 16 | 4 | 10 | Combined. |

TABLE 27.—Statistics of State institutions for the deaf, for 1890-91.—PART II.

| Name. | Vol- umes in library. | Annual cost per capita. | Value of scientific apparatus. | Value of grounds and build- ings. | Receipts. | | | Expenditures. | |
|---|-----------------------------|-------------------------------|--------------------------------------|--|---|---|--|-------------------|--|
| | | | | | State, county or municipal ap- propriations. | For bene- ficiaries and from other sources. | Build- ings and improve- ments. | For sup- port. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 1 Alabama Institution for the Deaf..... | 600 | \$218 | \$500 | \$75,000 | \$12,000 | \$10,500 | | \$18,270 | |
| 2 Arkansas Deaf-Mute Institute..... | 800 | 151 | 500 | 90,000 | 6,680 | | \$948 | 18,722 | |
| 3 Institution for the Deaf and Dumb and the Blind..... | 1,500 | 255 | | 435,000 | 45,750 | | | 47,696 | |
| 4 Colorado Institution for the Education of the Mute and the Blind..... | 520 | 300 | 50 | 157,076 | 637,622 | | 648,792 | 640,068 | |
| 5 American Asylum at Hartford for the Education and Instruction of the Deaf and Dumb..... | 2,000 | | | 250,000 | | 24,636 | | 21,636 | |
| 6 Columbia Institution for the Deaf and Dumb..... | 3,500 | 465 | 3,000 | 700,000 | | | 2,177 | 60,971 | |
| 7 Florida Blind and Deaf-Mute Institute..... | 200 | 180 | 0 | 16,000 | 7,500 | | | 7,500 | |
| 8 Georgia Institution for the Education of the Deaf and Dumb..... | 1,200 | 215 | 700 | 70,000 | 32,000 | | 15,000 | 18,200 | |
| 9 Illinois Institution for the Education of the Deaf and Dumb..... | 12,340 | 290 | 500 | 400,000 | 105,000 | | 5,000 | 100,000 | |
| 10 Indiana Institution for the Education of the Deaf and Dumb..... | 3,800 | 199 | 500 | 521,100 | 83,500 | | 13,605 | 58,780 | |
| 11 Iowa Institution for the Deaf and Dumb..... | 1,800 | | | 400,000 | | | 27,000 | 37,800 | |
| 12 Kansas Institution for the Education of the Deaf and Dumb..... | 1,800 | 198 | 10 | 178,000 | 38,000 | | | 38,000 | |
| 13 Kentucky Institution for Deaf-Mutes..... | 1,650 | | 300 | 180,000 | 32,645 | | 2,721 | 35,204 | |
| 14 Louisiana Institution for the Education of the Deaf and Dumb and the Blind..... | 300 | 200 | (c) | 250,000 | 19,000 | (c) | 5,000 | 12,500 | |
| 15 Maryland School for the Colored Blind and Deaf-Mutes..... | 120 | | 780 | (c) | 25,000 | | 0 | 25,000 | |
| 16 Maryland School for the Deaf and Dumb..... | 2,475 | 158 | | 250,000 | 2,000 | 2,000 | | 4,046 | |
| 17 New England Industrial School for Deaf-Mutes..... | | 190 | 150 | 419,755 | 57,000 | | | 57,000 | |
| 18 Michigan School for the Deaf..... | 1,350 | 185 | 50 | 200,000 | 37,612 | | | 37,612 | |
| 19 Minnesota School for the Education of the Deaf and Dumb..... | 500 | | | 100,000 | 14,622 | | | 14,622 | |
| 20 Institution for the Education of the Deaf and Dumb..... | 1,150 | 300 | 0 | 250,000 | 49,054 | | | 49,054 | |
| 21 Nebraska Institute for the Deaf and Dumb..... | 1,115 | 225 | 100 | 115,000 | 34,600 | | | 32,000 | |
| 22 New Jersey School for Deaf-Mutes..... | 550 | 300 | 300 | 100,000 | 38,000 | | | 38,000 | |
| 23 New Mexico School for the Deaf and Dumb..... | 60 | 275 | 0 | 0 | 2,478 | | | 2,478 | |
| 24 Le Contoux St. Mary's Institution for the Improved Instruction of Deaf-Mutes..... | 665 | 214 | | 153,000 | 25,091 | | | 28,215 | |
| 25 St. Joseph's Institution for the Improved Instruction of Deaf-Mutes..... | 1,156 | 215 | 0 | 298,629 | 68,567 | | 4,814 | 58,392 | |
| 26 Northern New York Institution for Deaf-Mutes..... | 125 | 279 | 270 | 70,000 | 24,118 | | | 1,701 | |
| 27 Institution for the Improved Instruction of Deaf-Mutes..... | 850 | 200 | 600 | 169,000 | 53,267 | 1,803 | 8,074 | 41,001 | |
| 28 The New York Institution for the Instruction of the Deaf and Dumb..... | 4,700 | 308 | 3,500 | 450,000 | 86,989 | | 5,743 | 90,998 | |
| 29 Western New York Institution for Deaf Mutes..... | | 319 | 500 | 125,000 | | | | | |
| 30 Central New York Institution for Deaf-Mutes..... | 500 | 284 | | 125,000 | 26,807 | | 1,018 | 42,610 | |
| 31 | | | | | | | 2,378 | 40,391 | |

a \$12,000 for negro schools.

b Includes the blind.

c Included in blind.

TABLE 27.—Statistics of State institutions for the deaf, for 1890-91—PART II—Continued.

| | Name. | Vol- umes in library. | Annual cost per capita. | Value of scientific appara- tus. | 5 | Receipts. | | Expenditures. | |
|----|--|-----------------------------|-------------------------------|---|-----------|--|---|--|-------------------|
| | | | | | | State, county, or municipal ap- propriations. | For bene- ficiaries and from other sources. | Build- ings and improve- ments. | For sup- port. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 32 | North Carolina Institution for the Deaf and Dumb and the Blind. | 1,800 | \$200 | --- | \$100,000 | \$40,000 | --- | --- | \$40,000 |
| 33 | School for the Deaf of North Dakota. | 80 | --- | --- | 37,000 | 5,000 | --- | --- | 5,000 |
| 34 | Ohio Institution for the Education of the Deaf and Dumb. | 2,500 | 190 | \$500 | 750,000 | 86,800 | \$4,135 | \$3,500 | 87,435 |
| 35 | Oregon School for Deaf-Mutes. | 0 | 212 | 0 | 10,000 | 7,000 | --- | --- | 7,000 |
| 36 | Pennsylvania Institution for the Deaf and Dumb. | 6,400 | 247 | 2,000 | 850,000 | 96,000 | 20,000 | --- | 106,000 |
| 37 | Pennsylvania Oral School for the Deaf. | --- | --- | --- | 65,000 | 10,400 | --- | --- | 10,545 |
| 38 | Western Pennsylvania Institution for the Instruction of the Deaf and Dumb. | 991 | 224 | 200 | 214,967 | 40,650 | --- | --- | 38,612 |
| 39 | South Carolina Institution for the Education of the Deaf and Dumb and the Blind. | 550 | --- | --- | 55,009 | 13,000 | 375 | 500 | 13,488 |
| 40 | Dakota School for Deaf-Mutes. | 120 | --- | --- | --- | --- | --- | --- | --- |
| 41 | Tennessee Deaf and Dumb School. | 600 | 190 | --- | 125,000 | 36,000 | --- | 9,000 | 26,500 |
| 42 | Deaf, Dumb, and Blind Institute for Colored Youth. | --- | --- | 25 | 62,000 | 20,200 | --- | 4,200 | 16,000 |
| 43 | Texas Deaf and Dumb Asylum. | 650 | 167 | 200 | 150,000 | 43,256 | --- | 3,495 | 32,192 |
| 44 | Deaf-Mute Department, University of Deseret. | 25 | 270 | --- | 100,000 | 10,000 | --- | --- | 10,000 |
| 45 | Virginia Institution for the Education of the Deaf and Dumb and the Blind. | 200 | --- | 50 | 175,000 | 35,000 | --- | --- | 34,951 |
| 46 | Washington School for Defective Youth. | 0 | --- | 0 | 87,000 | --- | --- | 37,000 | 12,000 |
| 47 | West Virginia Schools for the Deaf and the Blind. | 800 | 245 | 0 | 70,000 | 25,700 | 1,340 | 0 | 27,291 |
| 48 | Wisconsin School for the Deaf. | 1,400 | 202 | 100 | 110,000 | 40,000 | --- | 1,488 | 36,746 |

TABLE 28.—Summary of public day schools for the deaf, for 1890-91.

| Division and State. | Number of Institutions. | Instructors. | | | | | | | | Pupils. | | | | | | | | Volumes in library. | Value of scientific apparatus. | Value of grounds and buildings. | Receipts. | Expenditures. |
|--------------------------|-------------------------|--------------|----|----|----|---------|---|-----|-----|---------|---------------|-----------------------|---------------|------------------------|-----------------------|-----|------|---------------------|--------------------------------|---------------------------------|-----------|---------------|
| | | Male. | | | | Female. | | | | Total. | Articulation. | Articular perception. | Kindergarten. | Industrial department. | Graduates in 1890-91. | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | | | | | 9 | 10 |  |  |  |  |  | 11 | 12 | 13 | 14 | 15 | 16 |
| United States | 13 | 8 | 42 | 50 | 34 | 7 | 1 | 207 | 203 | 410 | 286 | 6 | | 43 | 9 | 833 | \$10 | \$106,300 | \$20,482 | \$27,807 | | |
| North Atlantic Division. | 3 | 1 | 23 | 24 | 22 | 7 | 1 | 89 | 96 | 185 | 184 | | | 33 | 6 | 758 | | 97,800 | 13,630 | 16,780 | | |
| Maine. | 1 | 0 | 7 | 7 | 7 | 7 | 0 | 25 | 25 | 50 | 50 | | | | | | | | | | | |
| Massachusetts. | 1 | 1 | 10 | 11 | 10 | | 1 | 45 | 49 | 94 | 94 | | | 33 | 6 | 688 | | 97,800 | 8,630 | 12,232 | | |
| Rhode Island. | 1 | 0 | 6 | 6 | 5 | | | 19 | 22 | 41 | 40 | | | | | 70 | | | 5,000 | 4,548 | | |
| South Central Division. | 1 | 1 | 0 | 1 | | | | 7 | 1 | 8 | | | | | | | | | 952 | 952 | | |
| Louisiana. | 1 | 1 | 0 | 1 | | | | 7 | 1 | 8 | | | 2 | | | | | | 952 | 952 | | |
| North Central Division. | 9 | 6 | 19 | 25 | 12 | 0 | 0 | 111 | 106 | 217 | 102 | 6 | 10 | 10 | 3 | 75 | 10 | 8,500 | 5,900 | 10,075 | | |
| Ohio. | 3 | 1 | 5 | 6 | 3 | 0 | 0 | 19 | 34 | 53 | 24 | 4 | 4 | 0 | 0 | | | | 1,900 | 2,700 | | |
| Indiana. | 1 | 1 | 1 | 2 | | | | 19 | 6 | 25 | | | | | | | | | | | | |
| Illinois. | 1 | 2 | 4 | 6 | 1 | | | 23 | 20 | 43 | | | 6 | 3 | 0 | | | | | 1,600 | | |
| Wisconsin. | 3 | 1 | 7 | 8 | 7 | 0 | 0 | 36 | 30 | 66 | 53 | 2 | 0 | 7 | 3 | 75 | 10 | 8,500 | 4,000 | 5,775 | | |
| Missouri. | 1 | 1 | 2 | 3 | 1 | 0 | 0 | 14 | 16 | 30 | 25 | 0 | 0 | 0 | 0 | | | | | | | |

TABLE 29.—Statistics of public day schools for the deaf, for 1890-91—PART I.

| Post-office. | Name. | Year of first opening. | Chief executive officer. | Instructors. | | | | Pupils. | | | | Industrial department. | | | | Method of instruction. | | | | |
|--------------|------------------------------------|------------------------|--------------------------|--------------|---------|------------------|-------------------------------|-----------------------------|-------|---------|------------------|-------------------------------|------------------|------------------------|-------------|------------------------|-----------|---------------|----|-----------|
| | | | | Male. | Female. | In articulation. | In articulation de-velopment. | In industrial de-velopment. | Male. | Female. | In articulation. | In articulation de-velopment. | In kindergarten. | Carpentry and joinery. | Shoemaking. | | Printing. | Other trades. | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1 | Chicago, Ill. | 1875 | Philip A. Emery | 2 | 4 | 1 | | | | 23 | 20 | | | 6 | 3 | | | | | Combined. |
| 2 | Evansville, Ind. | 1886 | Charles Kerney, B. A. | 1 | 1 | | | | | 19 | 6 | | | | | | | | | Manual. |
| 3 | New Orleans, La. | 1886 | Robert B. Lawrence. | 1 | 0 | | | | | 7 | 1 | | | 2 | | | | | | Manual. |
| 4 | Portland, Me. | 1876 | Ellen L. Barton | 7 | 7 | 7 | 7 | | | 25 | 25 | 50 | | | | | | | | Oral. |
| 5 | Boston, Mass., 178 Newbury street. | 1869 | Miss Sarah Fuller | 1 | 10 | 10 | | 1 | | 45 | 49 | 94 | | | | | | 233 | 6 | Oral. |
| 6 | St. Louis, Mo. | 1879 | James H. Cloud | 1 | 2 | 1 | 0 | 0 | 0 | 14 | 16 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Combined. |
| 7 | Cincinnati, Ohio | 1886 | Virginia A. Osborne. | 0 | 4 | 3 | 0 | 0 | 0 | 6 | 15 | 21 | 4 | 4 | | | | | 0 | Oral. |
| 8 | do. | 1875 | Carrie Fesenbeck | 0 | 1 | 0 | 0 | 0 | 0 | 7 | 5 | | | 0 | | | | | | Manual. |
| 9 | Toledo, Ohio. | 1890 | Alfred F. Wood | 1 | | | | | | 6 | 14 | | | | | | | | | Oral. |
| 10 | Providence, R. I. | 1877 | Laura DeL. Richards | | 6 | 5 | | | | 19 | 22 | 40 | | | | | | | | Oral. |
| 11 | La Crosse, Wis. | 1885 | Viola Taylor | | 1 | 1 | 0 | | | 7 | 2 | 7 | 2 | | 0 | 0 | 0 | 0 | 0 | Oral. |
| 12 | Milwaukee, Wis. | 1883 | Paul Binner | 1 | 5 | 6 | | | | 22 | 16 | 38 | | | | | 7 | | 3 | Oral. |
| 13 | Wausau, Wis. | 1890 | J. P. Briggs | 0 | 1 | 0 | 0 | 0 | 0 | 6 | 2 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Oral. |

a Sloyd.

TABLE 29.—Statistics of public day schools for the deaf, for 1890-91.—PART II.

| Name. | Volumes in li- brary. | Annual cost per capita. | Value of scientific apparatus. | Value of grounds and build- ings. | Receipts. | | Expenditures. | |
|--|-----------------------------|-------------------------------|--------------------------------------|--|---|-------------------|--|-------------------|
| | | | | | State, county, or municipal appropri- ations. | Other sources. | Buildings and im- prove- ments. | For sup- port. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 Chicago Deaf-Mute Day Schools | | | | | | | | |
| 2 Evansville (Ind.) School for the Deaf | | \$62 | | | \$952 | | | \$1,600 |
| 3 New Orleans Free Public School, Deaf-Mutes | | | | | | | | 952 |
| 4 Portland School for the Deaf | | | | | | | | |
| 5 Horace Mann School for the Deaf | 688 | 144 | | \$97,800 | 8,630 | | \$131 | 12,101 |
| 6 St. Louis Day School for the Deaf | | 66 | | | | | | |
| 7 Cincinnati Oral School for the Deaf | | 100 | | | 1,900 | | | 1,900 |
| 8 Cincinnati Oral School for the Deaf | | 66 | | | | | | 800 |
| 9 Toledo Deaf-Mute School | | | | | | | | |
| 10 Rhode Island Day School for the Deaf | 70 | 111 | | | 5,000 | | | 4,548 |
| 11 Public School for the Deaf | 0 | | 0 | 0 | | | | 650 |
| 12 Milwaukee Day School for the Deaf | 75 | 118 | \$10 | 8,500 | 4,000 | | 25 | 4,500 |
| 13 Wausau Day School for the Deaf | 0 | 75 | 0 | | | | | 600 |

TABLE 31.—Statistics of private schools for the deaf, for 1890-91.—PART I.

| Post-office. | Name. | Year of first opening. | Chief executive officer. | Instructors. | | | | Pupils. | | | | | | Industrial department. | | | | Method of instruction. | |
|--------------|----------------------------------|------------------------|---|--------------|---------|------------------|-------------------------------|-----------------------------|-------|---------|------------------|-------------------------------|-------------------|--------------------------|--------------|------------|---------------|------------------------|------------|
| | | | | Male. | Female. | In articulation. | In articulation de-velopment. | In industrial de-velopment. | Male. | Female. | In articulation. | In articulation de-velopment. | In kindergar-ten. | Carpen-try and join-ery. | Shoemak-ing. | Print-ing. | Other trades. | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1 | Mystic Bridge, Conn. | 1839 | Mrs. M. W. Ham-mond. | --- | 3 | 3 | --- | --- | --- | 16 | 12 | 28 | --- | 7 | 0 | 0 | 0 | 3 | Oral. |
| 2 | Chicago, Ill. | 1834 | Miss Mary C. Hend-rick. | --- | 4 | 3 | --- | 2 | 27 | 33 | 60 | --- | 0 | 0 | 0 | 0 | 0 | 0 | Combined. |
| 3 | Englewood, Ill. | 1832 | Miss Mary McCowen | 1 | 5 | 6 | --- | 2 | 15 | 11 | 23 | 6 | 8 | --- | --- | --- | 78 | --- | Oral. |
| 4 | Dubuque, Iowa | 1838 | De Coursey French. | 1 | 0 | 0 | 0 | 0 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Manual. |
| 5 | Chinchuba, La. | 1830 | Very Rev. Canon Mignot. | 1 | 5 | 0 | --- | --- | --- | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Manual. |
| 6 | Baltimore, Md. | 1878 | Frederick Knapp | 1 | 2 | --- | --- | --- | --- | 14 | 11 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | Oral. |
| 7 | Northampton, Mass. | 1837 | Caroline A. Yale | 1 | 17 | 13 | 0 | 4 | 56 | 52 | 108 | 0 | 0 | 21 | 0 | 0 | 22 | 5 | Oral. |
| 8 | West Medford, Mass. | 1838 | Eliza L. Clark | 0 | 4 | 1 | 0 | 0 | 8 | 5 | 13 | 0 | --- | 0 | 0 | 0 | 0 | 2 | Oral. |
| 9 | North Detroit, Mich. | 1873 | D. H. Uhlig | 3 | 0 | 3 | 0 | 0 | 20 | 23 | 43 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | Com bined. |
| 10 | St. Paul, Minn. | 1836 | Miss Nardin | --- | 3 | 3 | 3 | 4 | 20 | 22 | 35 | 2 | --- | --- | --- | --- | --- | --- | Oral. |
| 11 | St. Louis, Mo. | 1835 | Sister Mary Adele. | --- | 4 | 1 | 0 | 2 | 12 | 23 | 30 | 2 | 0 | --- | 3 | 5 | 0 | 0 | Combined. |
| 12 | do. | 1830 | Miss L. Kugler | 0 | 1 | 1 | 0 | 0 | 3 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Oral. |
| 13 | Albany, N. Y. | 1839 | Miss Anna M. Black. | --- | 2 | 2 | --- | --- | --- | 5 | 5 | 10 | --- | 10 | 0 | 0 | 0 | --- | Oral. |
| 14 | New York, N. Y. (27 E. 46th st.) | 1835 | Sarah Warren Keeler. | --- | 2 | 2 | 1 | 0 | 5 | 4 | 9 | 2 | 0 | 0 | 0 | 0 | 0 | --- | Oral. |
| 15 | Cincinnati, Ohio | 1837 | E. P. Cleary | 1 | 1 | 0 | 0 | 0 | 5 | 6 | --- | --- | --- | --- | --- | --- | --- | --- | Combined. |
| 16 | do. | 1830 | Sister M., of the Sa-cred Heart, S. N. D., Principal. | --- | 2 | 2 | 0 | 0 | 0 | 8 | --- | --- | 0 | 0 | 0 | 0 | 0 | --- | Combined. |
| 17 | St. Francis, Wis. | 1876 | Rev. M. M. Gerend. | 7 | 2 | 2 | 2 | 7 | 25 | 13 | 27 | 5 | 0 | 1 | 2 | 0 | 22 | 8 | Combined. |

* Statistics of 1889-90.

TABLE 31.—Statistics of private schools for the deaf, for 1890-91.—PART II.

| Name. | 1 | 2 | 3 | 4 | 5 | Receipts. | | Expenditures. | |
|--|---|--------|-------|-------|----------|--|----------------|-----------------------------|----------------|
| | | | | | | State county, or municipal appropriations. | Other sources. | Buildings and improvements. | Other sources. |
| 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Whipple's Home School for the Deaf | | | | | | \$5,650 | | | \$5,650 |
| Ephpheta School for the Deaf | | 250 | | | | | | | |
| The McCowen Oral School for Young Deaf Children | | 175 | | | | | | | |
| Eastern Iowa School for the Deaf | | 0 | | 0 | 0 | | \$5760 | | 760 |
| Catholic Institution for the Deaf and Dumb | | | | | | | | | |
| F. Knapp's Institute | | 62,500 | \$300 | \$600 | \$83,500 | 1,200 | | | 30,312 |
| Clarke Institution for Deaf-Mutes | | 1,746 | \$300 | | | 12,639 | | | |
| Sarah Fuller Home for Little Deaf Children | | | | | | | | | |
| Evangelical Lutheran Institution for Deaf and Dumb | | 375 | 98 | 36 | 23,000 | | \$4,878 | \$396 | 4,208 |
| St. Mary's School for Deaf-Mutes | | | | | | | | | |
| Maria Consilia School for the Deaf | | 135 | | | | | \$11,700 | | 618 |
| Miss Kugler's School for the Deaf | | | | | | | | | |
| Albany Home School for the Deaf | | | | | | | | | |
| Miss Keeler's Articulation Class for Deaf-Mutes | | | | | | | | | |
| Cathedral School for the Deaf | | | | | | | | | |
| Noire Dame School for the Deaf | | | | | | | | | |
| St. John's Catholic Deaf-Mute Institute | | | | | | | | | |

^a From contributions and charity fair.^c From legacies, tuition fees, and contributions from Lutheran congregations.^b In both schools.^d From tuition fees.

TABLE 32.—*Additional statistics of institutions for the deaf, for 1890-91.*

| | Post-office. | Names. | Average age of admission for pupils. | Average age that pupils leave institution. | Number of pupils deaf at birth or infancy, less than 2 years of age. | Not congenitally deaf. | Date of deafness unknown. | Semideaf. |
|----|-------------------------|---|--------------------------------------|--|--|------------------------|---------------------------|-----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 | Talladega, Ala..... | The Alabama Institution for the Deaf. | 10 | 18 | ----- | ----- | ----- | ----- |
| 2 | Little Rock, Ark.... | Arkansas Deaf-Mute Institute.... | 11 | 20 | 78 | 39 | 4 | 3 |
| 3 | Berkeley, Cal..... | Institution for the Deaf and Dumb and the Blind. | 7-8 | 19 | 99 | 53 | ----- | 14 |
| 4 | Colorado Springs, Colo. | Colorado Institution for the Education of the Mute and the Blind. | 7 | 18 | 45 | 28 | 7 | 14 |
| 5 | Hartford, Conn..... | The American Asylum at Hartford for the Education and Instruction of the Deaf and Dumb. | 9 | ----- | ----- | ----- | ----- | ----- |
| 6 | Mystic Bridge, Conn | Whipples Home School for the Deaf. | 6 | 16 | ----- | ----- | ----- | ----- |
| 7 | Washington, D. C.... | The Columbia Institution for the Deaf and the Dumb. | ----- | ----- | 32 | 62 | ----- | 10 |
| 8 | St. Augustine, Fla.... | Florida Blind and Deaf-Mute Institute. | 13 | ----- | 14 | 13 | 4 | 4 |
| 9 | Cave Spring, Ga.... | Georgia Institution for the Education of the Deaf and Dumb. | ----- | ----- | ----- | ----- | ----- | ----- |
| 10 | Chicago, Ill..... | Chicago Deaf-Mute Day School.... | 8 | ----- | ----- | ----- | ----- | ----- |
| 11 | do..... | Ephpheta School for the Deaf.... | 7 | 0 | ----- | ----- | ----- | ----- |
| 12 | Englewood, Ill..... | Voice and Hearing School for the Deaf. | ----- | ----- | ----- | ----- | ----- | 4 |
| 13 | Jacksonville, Ill.... | Illinois Institution for the Education of the Deaf and the Dumb. | 10-11 | 16 | ----- | ----- | ----- | ----- |
| 14 | Evansville, Ind..... | Evansville Deaf-Mute School.... | 10 | 18 | 10 | 16 | ----- | 2 |
| 15 | Indianapolis, Ind.... | Indiana Institution for the Education of the Deaf and Dumb. | ----- | ----- | ----- | ----- | ----- | ----- |
| 16 | Council Bluffs, Iowa. | The Iowa Institution for the Deaf and Dumb. | ----- | ----- | ----- | ----- | ----- | ----- |
| 17 | Dubuque, Iowa..... | Eastern Iowa School for the Deaf. | ----- | ----- | ----- | ----- | ----- | ----- |
| 18 | Olathe, Kans..... | Kansas Institution for the Education of the Deaf and Dumb. | 10 | 18 | ----- | ----- | ----- | ----- |
| 19 | Danville, Ky..... | Kentucky Institute for Deaf-Mutes. | 11 | 16 | ----- | ----- | ----- | ----- |
| 20 | Baton Rouge, La.... | Louisiana Institution for the Deaf and Dumb and the Blind. | 11 | 18 | 40 | 22 | ----- | ----- |
| 21 | Chinchuba, La..... | Catholic Institution for the Deaf and Dumb. | ----- | ----- | ----- | ----- | ----- | ----- |
| 22 | New Orleans, La.... | New Orleans Free Public School, Deaf-Mutes. | 5 | 18 | 5 | ----- | 2 | 1 |
| 23 | Portland, Me..... | Portland School for the Deaf.... | 8 | 16 | ----- | ----- | ----- | ----- |
| 24 | Baltimore, Md..... | F. Kapp's Institute..... | 10 | 18 | ----- | ----- | ----- | ----- |
| 25 | do..... | Maryland School for Colored Blind and Deaf. | 10½ | 16 | 10 | 4 | 6 | 4 |
| 26 | Frederick, Md..... | Maryland School for the Deaf and Dumb. | 8-23 | 17-87 | 71 | 25 | 0 | 0 |
| 27 | Beverly, Mass..... | New England Industrial School for Deaf-Mutes. | ----- | 7 | 9 | 12 | 6 | 1 |
| 28 | Boston, Mass..... | The Horace Mann School for the Deaf. | 9 | 18 | 32 | 25 | 12 | 2 |
| 29 | Northampton, Mass | Clark Institution for Deaf-Mutes. | 8 | 18 | 59 | 49 | 8 | 11 |
| 30 | West Medford, Mass | The Sarah Fuller Home for Little Deaf Children. | 3 | 7 | 12 | 1 | 0 | 1 |
| 31 | Flint, Mich..... | Michigan School for the Deaf.... | 11 | 19 | ----- | ----- | ----- | ----- |
| 32 | North Detroit, Mich. | Lutheran Deaf and Dumb Institute. | 10 | 16 | 38 | 11 | 7 | 1 |
| 33 | Norris, Mich..... | Evangelical Lutheran Deaf and Dumb Asylum. | ----- | ----- | ----- | ----- | ----- | ----- |
| 34 | Faribault, Minn.... | Minnesota School for the Deaf.... | 8 | 17 | 132 | 130 | 12 | 15 |
| 35 | St. Paul, Minn..... | Institute for Deaf-Mutes..... | 6 | ----- | 23 | 17 | ----- | 2 |
| 36 | Jackson, Miss..... | Institution for the Education of the Deaf and Dumb. | 7 | 18 | ----- | ----- | ----- | ----- |

TABLE 32.—*Additional statistics of institutions for the deaf, for 1890-91—Cont'd.*

| | Post-office. | Names. | Average age of admission for pupils. | Average age that pupils leave institution. | Number of pupils deaf at birth or infancy, less than 2 years of age. | Not congenitally deaf. | Date of deafness unknown. | Semideaf. |
|----|--|--|--------------------------------------|--|--|------------------------|---------------------------|-----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 37 | Fulton, Mo. | School for the Deaf and Dumb | 10½ | 18 | — | — | — | — |
| 38 | St. Louis, Mo. | Maria Consilia Deaf-Mute Institute. | 10 | — | 22 | 10 | 1 | 6 |
| 39 | do | Miss Kugler's School for the Deaf. | — | — | — | — | — | — |
| 40 | do | St. Louis Day School for the Deaf. | 8 | 16 | 11 | 0 | 1 | 0 |
| 41 | Omaha, Nebr. | Nebraska Institute for the Deaf and Dumb. | 10½ | 18 | — | — | — | — |
| 42 | Chambersburg (near Trenton), N. J. | The New Jersey School for Deaf-Mutes. | 10 | 18 | 95 | 38 | — | 16 |
| 43 | Santa Fe, N. Mex. | The New Mexico School for the Deaf and Dumb. | 8 | — | 7 | 2 | 0 | 0 |
| 44 | Albany, N. Y. | Albany Home School for the Deaf. | 3-6 | — | 8 | 8 | 4 | 2 |
| 45 | Buffalo, N. Y. | Le Couteux St. Mary's Institution for the Improved Instruction of the Deaf and Dumb. | 10 | 16 | 126 | 15 | — | 8 |
| 46 | Fordham, N. Y. | St. Joseph's Institute for the Improved Instruction of Deaf-Mutes. | 9 | 15 | 180 | 113 | 13 | 63 |
| 47 | Malone, N. Y. | Northern New York Institution for Deaf-Mutes. | 12 | — | 66 | 9 | 1 | 19 |
| 48 | New York, N. Y. | Institution for the Improved Instruction of Deaf-Mutes. | 7 | 18 | 147 | 57 | 7 | — |
| 49 | do | Miss Keeler's Private Articulation Class for Deaf-Mutes. | 7-10 | — | 5 | 4 | — | 2 |
| 50 | New York, N. Y. (Washington Heights). | The New York Institution for the Instruction of the Deaf and Dumb. | — | — | — | — | — | — |
| 51 | Rochester, N. Y. | Western New York Institution for the Deaf and Dumb. | 8 | 14 | 85 | 57 | 8 | 9 |
| 52 | Rome, N. Y. | Central New York Institution for Deaf-Mutes. | 8 | 18 | — | — | — | — |
| 53 | Raleigh, N. C. | North Carolina Institution for the Deaf and Dumb and the Blind. | 8 | 18 | 25 | — | — | — |
| 54 | Devils Lake, N. Dak. | School for the Deaf of North Dakota. | — | — | 11 | 11 | 1 | 3 |
| 55 | Cincinnati, Ohio | Cathedral School for the Deaf. | — | — | — | — | — | — |
| 56 | do | Day School for Deaf-Mutes. | 6 | 15 | 9 | 1 | 2 | — |
| 57 | do | Cincinnati Oral School for the Deaf. | 6 | 16 | 10 | 7 | 0 | 4 |
| 58 | Columbus, Ohio. | The Ohio Institution for the Education of the Deaf and Dumb. | 10 | 17 | 218 | 177 | 108 | — |
| 59 | Toledo, Ohio. | Toledo Deaf-Mute School. | 6 | — | — | — | — | — |
| 60 | Salem, Oregon. | Oregon School for Deaf-Mutes. | 12 | 18 | 19 | 20 | 0 | 3 |
| 61 | Philadelphia, Pa. | Pennsylvania Institution for the Deaf and Dumb. | 9 | 17 | 148 | 345 | — | — |
| 62 | Scranton, Pa. | Pennsylvania Oral School for the Deaf. | 6 | — | 42 | 35 | — | — |
| 63 | Wilkesburg, Pa. | Western Pennsylvania Institution for the Instruction of the Deaf and Dumb. | — | — | — | — | — | — |
| 64 | Providence, R. I. | Rhode Island Day School for the Deaf. | 5 | 18 | 10 | 31 | — | 8 |
| 65 | Cedar Spring, S. C. | South Carolina Institution for the Education of the Deaf and Dumb and the Blind. | 10 | 18 | — | — | — | — |
| 66 | Sioux Falls, S. Dak. | Dakota School for Deaf-Mutes. | 9 | 18 | — | — | — | — |
| 67 | Knoxville, Tenn. | Tennessee Deaf and Dumb School. | 10 | 15 | — | — | — | — |
| 68 | Austin, Tex. | Deaf, Dumb, and Blind Institution for Colored Youth. | 12½ | — | 18 | 13 | — | 6 |
| 69 | do | Texas Deaf and Dumb Asylum. | 10 | — | 129 | 48 | 8 | 6 |
| 70 | Salt Lake City, Utah | Deaf-Mute Department, University of Deseret. | 11 | — | — | — | — | — |

TABLE 32.—*Additional statistics of institutions for the deaf, for 1890-91—Cont'd.*

| | Post-office. | Names. | Average age of admission for pupils. | Average age that pupils leave institution. | Number of pupils deaf at birth or infancy, less than 2 years of age. | Not congenitally deaf. | Date of deafness unknown. | Semideaf. |
|----|---------------------------|--|--------------------------------------|--|--|------------------------|---------------------------|-----------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 71 | Staunton, Va..... | The Virginia Institution for the Education of the Deaf and Dumb and the Blind. | 10 | 17 | 84 | 9 | 0 | 6 |
| 72 | Vancouver, Wash... | Washington School for Defective Youth. | ----- | ----- | 27 | 12 | 0 | 4 |
| 73 | Romney, W. Va..... | West Virginia Schools for the Deaf and the Blind. | 8-12 | 20 | 53 | 19 | 5 | 12 |
| 74 | Delavan, Wis..... | Wisconsin School for the Deaf.... | 8 | 4-87 | 91 | 119 | 13 | ----- |
| 75 | Lacrosse, Wis..... | Public School for the Deaf..... | 6 | ----- | 6 | 1 | 0 | 2 |
| 76 | Milwaukee, Wis..... | Milwaukee Day School for the Deaf. | 7 | 12 | 26 | 12 | ----- | 2 |
| 77 | St. Francis Station, Wis. | St. John's Catholic Deaf-Mute Institution. | ----- | ----- | 13 | 17 | 3 | 5 |
| 78 | Wausau, Wis..... | Wausau Day School for the Deaf. | 11 | ----- | 3 | 0 | 1 | 1 |

TABLE 33.—Summary of statistics of public institutions for the blind, for 1890-91.

| Division and State. | Instructors. | | | | Pupils. | | | | | | | | Volumes in li- brary. | Value of scien- tific ap- paratus. | Value of grounds and build- ings. | Receipts. | Expend- itures. | | | |
|-------------------------|--------------|---------|--------|--------|-----------------------------|-------|---------|--------|---------------|--------------|------------------------|---------|--------------------------|---|--|-----------|--------------------|-----------------------------|--------------------------|-------------|
| | Male. | Female. | Total. | Music. | Industrial de- partment. | Male. | Female. | Total. | Kindergarten. | Vocal music. | Instrumental music. | Tuning. | | | | | | Industrial de- partment. | Graduates in 1890-91. | |
| I | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| United States | 34 | 125 | 200 | 225 | 113 | 79 | 1,738 | 1,499 | 3,237 | 311 | 1,393 | 1,748 | 242 | 2,029 | 87 | 75,438 | \$17,256 | \$5,533,350 | \$1,091,168 | \$1,093,837 |
| North Atlantic Division | 5 | 27 | 64 | 91 | 40 | 24 | 443 | 381 | 824 | 122 | 381 | 410 | 94 | 549 | 97 | 20,006 | 9,559 | 1,247,121 | 415,835 | 353,036 |
| Massachusetts | 1 | 13 | 23 | 36 | 14 | 7 | 105 | 87 | 192 | 35 | 69 | 85 | 12 | 104 | 11 | 10,579 | 346,765 | 190,050 | 190,050 | 95,268 |
| New York | 2 | 11 | 30 | 41 | 16 | 9 | 209 | 180 | 389 | 55 | 210 | 200 | 70 | 156 | 3 | 4,112 | 720,539 | 168,891 | 153,533 | 153,533 |
| Pennsylvania | 2 | 3 | 11 | 14 | 10 | 8 | 129 | 114 | 243 | 32 | 102 | 125 | 12 | 239 | 32 | 5,315 | 2,000 | 173,806 | 56,894 | 104,235 |
| South Atlantic Division | 8 | 29 | 22 | 51 | 21 | 15 | 225 | 178 | 403 | 12 | 198 | 252 | 20 | 292 | 3 | 7,485 | 600 | 838,000 | 120,015 | 127,204 |
| Maryland | 2 | 8 | 6 | 14 | 5 | 6 | 63 | 50 | 113 | 12 | 61 | 57 | 13 | 114 | 1 | 1,803 | --- | 327,000 | 29,475 | 38,334 |
| Virginia | 1 | 5 | 2 | 7 | 3 | 3 | 24 | 14 | 38 | 0 | 14 | 33 | 3 | 54 | 0 | 1,300 | 100 | 175,000 | (a) | (a) |
| West Virginia | 1 | 2 | 2 | 4 | 2 | 2 | 14 | 20 | 34 | 0 | 25 | 26 | 0 | 14 | 0 | 1,332 | 0 | 70,000 | 27,040 | 27,291 |
| North Carolina | 1 | 4 | 6 | 10 | 4 | 2 | 48 | 41 | 89 | 0 | 6 | 44 | 4 | 80 | 0 | 2,300 | --- | 100,000 | 40,000 | 40,000 |
| South Carolina | 1 | 3 | 1 | 4 | 1 | 2 | 21 | 13 | 34 | --- | --- | --- | --- | --- | 2 | --- | --- | 55,000 | --- | --- |
| Georgia | 1 | 6 | 4 | 10 | 5 | --- | 53 | 35 | 88 | --- | 88 | 88 | 0 | 30 | 0 | 1,500 | 500 | 95,000 | 16,000 | 14,079 |
| Florida | 1 | 1 | 1 | 2 | 1 | 0 | 2 | 5 | 7 | 0 | 4 | 4 | 0 | 0 | 0 | 250 | 0 | 16,000 | 7,500 | 7,500 |
| South Central Division | 8 | 25 | 39 | 64 | 14 | 10 | 339 | 311 | 650 | 47 | 314 | 328 | 42 | 366 | 11 | 8,801 | 2,350 | 720,000 | 206,965 | 218,324 |
| Kentucky | 1 | 3 | 5 | 8 | 3 | 2 | 54 | 52 | 106 | 22 | 106 | 55 | 5 | 66 | 5 | 2,200 | 1,000 | 100,000 | 37,695 | 28,727 |
| Tennessee | 1 | 2 | 7 | 9 | --- | --- | 43 | 44 | 87 | --- | --- | 80 | 6 | 35 | 0 | 700 | 100 | 100,000 | 18,000 | 18,000 |
| Alabama | 1 | 4 | 2 | 6 | 2 | 3 | 33 | 19 | 52 | 0 | 48 | 48 | 0 | 30 | 2 | 1,000 | 0 | 50,000 | 11,960 | 11,960 |
| Mississippi | 1 | 1 | 3 | 4 | --- | --- | 20 | 15 | 35 | --- | --- | 18 | 0 | 60 | 0 | --- | --- | 60,000 | 22,000 | 22,000 |
| Louisiana | 1 | 2 | 3 | 5 | 1 | --- | 14 | 16 | 30 | --- | 8 | 13 | 0 | 25 | 0 | --- | --- | 40,000 | 37,500 | 37,500 |
| Texas | 2 | 12 | 17 | 5 | 1 | 4 | 98 | 76 | 174 | 0 | 37 | 79 | 8 | 150 | 4 | 1,791 | 1,000 | 195,000 | 60,810 | 60,810 |
| Arkansas | 1 | 5 | 7 | 15 | 3 | 1 | 77 | 89 | 166 | 25 | 97 | 53 | 23 | 150 | 4 | 2,235 | 1,250 | 175,000 | 43,000 | 39,327 |
| North Central Division | 10 | 39 | 68 | 107 | 35 | 27 | 676 | 590 | 1,266 | 130 | 386 | 708 | 86 | 749 | 27 | 36,306 | 4,349 | 2,130,153 | 258,481 | 290,820 |
| Ohio | 1 | 8 | 11 | 19 | 7 | 5 | 128 | 97 | 225 | 32 | 14 | 102 | 30 | 135 | 3 | 22,500 | 800 | 600,000 | 60,208 | 61,704 |
| Indiana | 1 | 4 | 6 | 10 | 3 | 3 | 63 | 68 | 131 | 0 | 124 | 52 | 12 | 68 | 0 | 3,100 | 1,000 | 450,000 | 30,000 | 30,225 |
| Illinois | 1 | 6 | 11 | 17 | 5 | 5 | 134 | 84 | 218 | 25 | 25 | 90 | 15 | 117 | 8 | 3,400 | 0 | 189,000 | 40,100 | 41,917 |
| Michigan | 1 | 3 | 6 | 9 | 3 | 2 | 58 | 39 | 97 | 17 | 47 | 45 | 5 | 97 | 2 | 1,769 | 549 | 147,853 | 23,075 | 23,029 |

| | | | | | | | | | | | | | | | | | | | | |
|-----------------------|---|---|---|----|---|---|----|----|-----|-----|-----|-----|-----|-----|-----|-------|-----|---------|--------|---------|
| Wisconsin..... | 1 | 2 | 8 | 10 | 3 | 3 | 49 | 41 | 90 | 10 | 4 | 63 | 2 | 98 | 3 | 2,500 | 800 | 168,300 | 27,000 | 25,300 |
| Minnesota..... | 1 | 1 | 2 | 3 | 3 | 2 | 33 | 30 | 63 | 20 | 120 | 120 | 9 | 100 | 6 | 3,000 | 500 | 250,000 | 15,148 | 15,148 |
| Iowa..... | 1 | 5 | 6 | 11 | 2 | 2 | 88 | 96 | 184 | 26 | 27 | 91 | 9 | 93 | 5 | 3,000 | 500 | 250,000 | 27,550 | 28,000 |
| Missouri..... | 1 | 6 | 9 | 15 | 5 | 2 | 57 | 62 | 119 | 26 | 20 | 45 | 4 | 26 | 0 | 1,037 | 700 | 75,000 | 14,500 | 14,500 |
| Nebraska..... | 1 | 2 | 5 | 7 | 3 | 2 | 27 | 29 | 56 | --- | 5 | 40 | --- | 15 | 0 | --- | --- | --- | 20,500 | 18,997 |
| Kansas..... | 1 | 2 | 4 | 6 | 1 | 1 | 39 | 44 | 83 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Western Division..... | 3 | 5 | 7 | 12 | 3 | 3 | 55 | 39 | 94 | 0 | 53 | 50 | 0 | 73 | 0 | 2,840 | 400 | 598,076 | 87,872 | 139,453 |
| Colorado..... | 1 | 2 | 3 | 5 | 1 | 2 | 25 | 17 | 42 | 0 | 39 | 20 | 0 | 20 | 0 | 770 | 0 | 157,076 | 37,622 | 38,897 |
| Oregon..... | 1 | 1 | 3 | 4 | 1 | 1 | 9 | 8 | 17 | --- | 13 | 13 | --- | 27 | 0 | 420 | 400 | 6,000 | 4,500 | 2,800 |
| California..... | 1 | 2 | 1 | 3 | 1 | 0 | 21 | 14 | 35 | 0 | 14 | 17 | 0 | 26 | 0 | 1,650 | --- | 435,000 | 45,750 | 47,695 |

4 See table of the deaf.

TABLE 34.—Statistics of public institutions for the blind, for 1890-91.—PART I.

| Post-office. | Name. | Year of first opening. | Superintendent or principal. | Instructors. | | | Pupils. | | | | | | Industrial department. | | | | Graduates in 1890-91. | |
|---|---|------------------------|------------------------------|--------------|---------|-----------|---------------------------|-------|---------|------------------|-----------------|------------------------|------------------------|---------------|-----------------|---------------|-----------------------|---------------|
| | | | | Male. | Female. | In music. | In industrial department. | Male. | Female. | In kindergarten. | In vocal music. | In instrumental music. | In tuning. | Broom-making. | Matress-making. | Chair caning. | | Other trades. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 1 Talladega, Ala. | Alabama Academy for the Blind. | 1867 | J. H. Johnson, Jr. | 4 | 2 | 2 | 3 | 33 | 19 | 0 | 48 | 48 | 0 | 0 | 5 | 25 | --- | 2 |
| 2 Little Rock, Ark. | Arkansas School for the Blind. | 1859 | Rev. J. H. Dye, D. D. | 8 | 7 | 3 | 4 | 77 | 89 | 25 | 97 | 53 | 23 | 37 | 40 | 18 | 55 | 4 |
| 3 Berkeley, Cal. | California Institution for the Education of the Deaf and Dumb and the Blind. | 1860 | Warring Wilkinson | 2 | 1 | 1 | 0 | 21 | 14 | 0 | 14 | 17 | 0 | 0 | 0 | 0 | 26 | --- |
| 4 Colorado Springs, Colo. | Colorado Institution for the Education of the Mute and the Blind. | 1883 | John E. Ray, A. M. | 2 | 3 | 1 | 2 | 25 | 17 | 0 | 39 | 20 | 0 | 0 | 8 | 0 | 12 | 0 |
| 5 St. Augustine, Fla. | Florida Blind and Deaf Mute Institution. | 1885 | William A. Caldwell. | 1 | 1 | 1 | 0 | 2 | 5 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | --- |
| 6 Macon, Ga. | Georgia Academy for the Blind* | 1852 | W. D. Williams | 6 | 4 | 5 | --- | 53 | 35 | --- | 88 | 88 | 0 | 10 | 10 | 10 | 40 | 8 |
| 7 Jacksonville, Ill. | Illinois Institution for the Education of the Blind. | 1849 | Frank H. Hall. | 6 | 11 | 5 | 5 | 134 | 84 | 25 | 25 | 90 | 15 | 25 | 2 | 50 | 40 | --- |
| 8 Indianapolis, Ind. | Indiana Institution for the Education of the Blind. | 1846 | E. E. Griffith | 4 | 6 | 3 | 3 | 63 | 68 | 0 | 124 | 52 | 12 | 24 | --- | 27 | 14 | --- |
| 9 Vinton, Iowa. | Iowa College for the Blind. | 1852 | J. F. McCune..... | 5 | 6 | 2 | 2 | 88 | 96 | 20 | 120 | 120 | 9 | 12 | 2 | --- | 86 | 6 |
| 10 Wyandotte, Kans. | Kansas Institution for the Education of the Blind. | 1867 | Allen Buckner | 2 | 4 | 1 | 1 | 39 | 44 | --- | 5 | 40 | --- | 15 | --- | --- | 0 | --- |
| 11 Louisville, Ky. | Kentucky Institution for the Education of the Blind. | 1842 | Benjamin B. Huntton..... | 3 | 5 | 3 | 2 | 54 | 52 | 22 | 106 | 55 | 5 | 20 | 13 | 33 | --- | 5 |
| 12 Baton Rouge, La. | Louisiana Institution for the Blind and Industrial Home. | 1871 | Mary Stratton Lane. | 2 | 3 | 1 | --- | 14 | 16 | --- | 8 | 13 | 0 | 6 | 4 | 4 | 11 | --- |
| 13 Baltimore, Md. | Maryland School for the Blind. | 1853 | F. D. Morrison | 5 | 7 | 4 | 4 | 49 | 42 | 12 | 39 | 43 | 13 | 7 | 9 | 27 | 39 | 1 |
| 14 do. | Maryland School for Colored Blind and Deaf. | 1872 | F. D. Morrison | 3 | 1 | 1 | 2 | 14 | 8 | 0 | 22 | 14 | 0 | 0 | 5 | 20 | 8 | --- |
| 15 Boston, Mass. | Perkins Institution and Massachusetts School for the Blind. | 1832 | M. Anagnos | 13 | 23 | 14 | 7 | 105 | 87 | 35 | 69 | 85 | 12 | 3 | 7 | 49 | 45 | 11 |
| 16 Lansing, Mich. | Michigan School for the Blind. | 1880 | Mrs. J. Pampell | 3 | 6 | 3 | 2 | 58 | 39 | 17 | 47 | 45 | 5 | 27 | --- | 70 | --- | 2 |
| 17 Faribault, Minn. | Minnesota School for the Blind. | 1866 | James A. Dow, A. M. | 1 | 2 | 3 | 2 | 33 | 30 | --- | 18 | --- | --- | 20 | 20 | 20 | --- | --- |
| 18 Jackson, Miss. | Mississippi Institution for the Instruction of the Blind. | 1848 | Dr. P. Fairly | 1 | 3 | 1 | --- | 20 | 15 | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 19 St. Louis, Mo. (1827 Morgan street). | Missouri School for the Blind | 1851 | Jno. T. Sibley | 6 | 9 | 5 | 2 | 57 | 62 | 26 | 27 | 91 | 9 | 41 | --- | 6 | 46 | 5 |

| | | | | | | | | | | | | | | | | |
|----|----------------------|------|---------------------------|---|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 20 | Nebraska City, Nebr. | 1875 | J. B. Parmelee. | 2 | 5 | 3 | 2 | 27 | 29 | 20 | 45 | 4 | 6 | 4 | 16 | 3 |
| 21 | Batavia, N. Y. | 1868 | Arthur G. Clement. | 6 | 10 | 6 | 3 | 76 | 70 | 15 | 60 | 20 | 11 | 10 | 25 | 50 |
| 22 | New York, N. Y. | 1831 | W. B. Wait | 5 | 20 | 10 | 6 | 133 | 110 | 40 | 150 | 50 | 50 | 10 | 50 | --- |
| 23 | Raleigh, N. C. | 1845 | W. J. Young | 4 | 6 | 4 | 2 | 48 | 41 | 6 | 44 | 4 | 30 | 20 | 30 | --- |
| 24 | Columbus, Ohio | 1837 | H. P. Fricker, M. D. | 8 | 11 | 7 | 5 | 128 | 97 | 32 | 14 | 162 | 30 | 64 | 0 | 50 |
| 25 | Salem, Oregon | 1873 | Olive M. Capwell | 1 | 3 | 1 | 1 | 9 | 8 | --- | 13 | --- | --- | --- | 27 | --- |
| 26 | Philadelphia, Pa. | 1883 | Edward E. Allen | 2 | 8 | 9 | 7 | 119 | 103 | 32 | 102 | 12 | 16 | 13 | 53 | 32 |
| 27 | Pittsburg, Pa. | 1890 | H. B. Jacobs | 1 | 3 | 1 | 1 | 10 | 11 | 0 | --- | --- | --- | --- | --- | --- |
| 28 | Cedar Springs, S. O. | 1849 | Newton F. Walker | 3 | 1 | 1 | 2 | 2 | 13 | --- | --- | --- | --- | --- | --- | 2 |
| 29 | Nashville, Tenn. | 1844 | S. A. Link | 2 | 7 | --- | --- | 43 | 44 | --- | --- | 80 | 6 | 15 | 10 | --- |
| 30 | Austin, Tex. | 1887 | W. H. Holland | 3 | 3 | 1 | 1 | 16 | 14 | 0 | 30 | 15 | 0 | 0 | 0 | 0 |
| 31 | do | 1857 | Frank Ratney | 5 | 9 | 4 | --- | 82 | 62 | 7 | 64 | 8 | --- | --- | --- | 0 |
| 32 | Staunton, Va. | 1839 | Thomas S. Doyle | 5 | 2 | 3 | 3 | 24 | 14 | 0 | 14 | 33 | 3 | 18 | 18 | --- |
| 33 | Romney, W. Va. | 1870 | C. H. Hill | 2 | 2 | 2 | 2 | 14 | 20 | 0 | 25 | 26 | 0 | 8 | 4 | 0 |
| 34 | Janesville, Wis. | 1850 | Sarah F. C. Little, M. A. | 2 | 8 | 3 | 3 | 49 | 41 | 10 | 4 | 63 | 2 | 20 | 0 | 74 |

* Statistics of 1889-90.

α All the female pupils are taught to sew, crotchet, and do other fancy work.

TABLE 34.—Statistics of public institutions for the blind, for 1890-91.—PART II.

| | Name. | Vol- umes in li- brary. | Annual cost per capita. | Value of scientific appar- atus. | Value of grounds and build- ings. | Receipts. | | Expenditures. | |
|----|---|----------------------------------|-------------------------------|---|--|--|---|--|-----------------|
| | | | | | | State, or county, or municipal appropri- ations. | For bene- ficiaries and from other sources. | Buildings and im- prove- ments. | For support. |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | Alabama Academy for the Blind..... | 300 | \$230 | 0 | \$50,000 | \$11,960 | --- | --- | \$11,960 |
| 2 | Arkansas School for the Blind..... | 2,235 | 181 | \$250 | 175,000 | 36,000 | \$7,000 | \$10,319 | 29,008 |
| 3 | California Institution for the Education of the Deaf and Dumb and the Blind..... | 1,650 | 255 | --- | 435,000 | 45,750 | 0 | --- | 47,696 |
| 4 | Colorado Institution for the Education of the Mute and the Blind..... | 770 | 300 | 0 | 157,076 | 37,622 | 0 | 48,799 | 40,068 |
| 5 | Florida Blind and Deaf Mute Institute..... | 250 | 180 | 0 | 16,000 | 7,500 | --- | --- | 7,500 |
| 6 | Georgia Academy for the Blind..... | 1,500 | 168 | 500 | 95,000 | 16,000 | --- | --- | 14,079 |
| 7 | Illinois Institution for the Education of the Blind..... | 3,400 | 175 | 0 | 189,000 | 38,000 | 2,100 | 3,917 | 38,000 |
| 8 | Indiana Institution for the Education of the Blind..... | 2,100 | 223 | 1,000 | 450,000 | 30,000 | --- | --- | 26,225 |
| 9 | Iowa College for the Blind..... | 3,000 | --- | 500 | 250,000 | --- | --- | --- | --- |
| 10 | Kansas Institution for the Education of the Blind..... | --- | 240 | --- | --- | 30,000 | --- | --- | 18,097 |
| 11 | Kentucky Institution for the Education of the Blind..... | 2,200 | 271 | 1,000 | 100,000 | 37,685 | --- | 3,918 | 24,809 |
| 12 | Louisiana Institution for the Blind and Industrial Home..... | 1,575 | --- | --- | 40,000 | 7,500 | 30,000 | 30,000 | 7,800 |
| 13 | The Maryland School for the Blind..... | 1,918 | 306 | --- | 292,000 | 18,775 | 61,800 | 4,365 | 23,054 |
| 14 | Maryland School for the Colored Blind and Deaf..... | --- | --- | --- | 35,000 | 7,000 | 21,800 | 789 | 8,126 |
| 15 | Perkins Institution and Massachusetts School for the Blind..... | 10,579 | --- | --- | 346,725 | 30,000 | 616,050 | 15,594 | 79,674 |
| 16 | Michigan School for the Blind..... | 1,769 | 208 | 549 | 147,853 | 23,000 | 475 | --- | 26,039 |
| 17 | Minnesota School for the Blind..... | --- | --- | --- | --- | 14,721 | 427 | --- | 15,148 |
| 18 | Mississippi Institution for the Instruction of the Blind..... | 1,000 | 240 | --- | 60,000 | --- | --- | 1,000 | 7,000 |
| 19 | Missouri School for the Blind..... | --- | --- | --- | 250,000 | 27,950 | --- | 8,000 | 20,000 |
| 20 | Nebraska Institution for the Blind..... | 1,037 | 240 | 700 | 75,000 | 14,500 | --- | 1,000 | 13,500 |
| 21 | New York State Institution for the Blind..... | 3,212 | 191 | 191 | 335,582 | 45,089 | 738,594 | 3,402 | 74,419 |
| 22 | New York Institution for the Blind..... | 900 | 265 | 5,568 | 384,957 | --- | 690,208 | --- | 75,712 |
| 23 | The North Carolina Institution for the Deaf and Dumb and the Blind..... | 2,300 | 200 | --- | 100,000 | 40,000 | --- | --- | 40,000 |
| 24 | Ohio Institution for the Education of the Blind..... | 25,500 | 167 | 800 | 600,000 | 60,208 | --- | --- | 61,704 |
| 25 | Oregon Institute for the Blind..... | 420 | 450 | 400 | 6,000 | 4,500 | --- | 500 | 2,390 |
| 26 | Pennsylvania Institution for the Instruction of the Blind..... | 4,865 | 318 | 2,000 | 194,806 | 46,131 | 64,763 | 4,799 | 82,537 |
| 27 | Western Pennsylvania Institution for the Blind..... | --- | --- | --- | 15,000 | 6,000 | --- | 12,796 | 4,103 |
| 28 | South Carolina Institution for the Education of the Deaf and Dumb and the Blind..... | 450 | 195 | --- | 55,000 | --- | --- | --- | --- |
| 29 | Tennessee School for the Blind..... | 700 | 200 | 100 | 100,000 | 18,000 | --- | 3,000 | 15,000 |
| 30 | Deaf, Dumb, and Blind Institution for Colored Youth..... | 100 | --- | --- | 62,000 | 20,200 | --- | 4,200 | 16,000 |
| 31 | Texas Institution for the Blind..... | 1,691 | 254 | 1,000 | 133,000 | 40,610 | --- | 4,000 | 36,610 |

| | 300 | 100 | \$175,000 | \$35,000 | \$35,000 |
|--|-------|-----|-----------|----------|----------|
| 32 The Virginia Institution for the Education of the Deaf and Dumb and of the Blind. | | | | | |
| 33 West Virginia Schools for the Deaf and the Blind | 1,332 | 0 | 70,000 | 27,040 | 27,291 |
| 34 Wisconsin School for the Blind | 2,500 | 800 | 168,300 | 27,000 | 22,000 |

* Statistics 1889-90.

a Bequest from estate of James H. Woods.

b From United States and West Virginia for beneficiaries.

c \$35,143 of this amount is from donations and bequests; \$44,295 is from other sources; \$20,620 for beneficiaries.

d Bequest.

e \$4,852 of this amount is from bequests.

f \$3,053 legacies and donation; \$12,308 interest on legacies and donations;

g \$13,238 from other sources (foundries, industrial department, etc.).

g Donation from George S. Pepper.

h Includes the deal.

TABLE 35.—*Additional statistics of public institutions for the blind, for 1890-91.*

| Post-office. | Name. | Average age of admission for pupils. | Average age that pupils leave institution. | Number of pupils congenitally blind. | Not congenitally blind. | Date of blindness unknown. | Not wholly blind. |
|-----------------------------|---|--------------------------------------|--|--------------------------------------|-------------------------|----------------------------|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Talladega, Ala. | Alabama Academy for the Blind. | 13 | 18-19 | | | | |
| Little Rock, Ark. | Arkansas School for the Blind. | 14 | 21 | 50 | 116 | 0 | 40 |
| Berkeley, Cal. | California Institution for the Education of the Deaf and Dumb and the Blind | 10 | 19 | 9 | 26 | 4 | 14 |
| Colorado Springs, Col. | Colorado Institution for the Education of the Mute and the Blind | 7 | | 7 | 30 | 5 | 17 |
| St. Augustine, Fla. | Florida Blind and Deaf-Mute Institute | | | 0 | 7 | | 6 |
| Macon, Ga. | Georgia Academy for the Blind. | | | | | | |
| Jacksonville, Ill. | Illinois Institution for the Education of the Blind. | 12 | 20 | | | | |
| Indianapolis, Ind. | Indiana Institution for the Education of the Blind. | 7-8 | 20-5 | 31 | 100 | | 45 |
| Vinton, Iowa. | Iowa College for the Blind. | | | | | | |
| Wyandotte, Kans. | Kansas Institution for the Education of the Blind. | 14 | 21 | 10 | 70 | | 28 |
| Louisville, Ky. | Kentucky Institution for the Education of the Blind. | 13 | 21 | 27 | 79 | 20 | 80 |
| Baton Rouge, La. | Louisiana Institution for the Blind and Industrial Home. | | | | | | |
| Baltimore, Md. | The Maryland School for the Blind. | 12 | 19 | | | | 47 |
| Do. | Maryland School for Colored Blind and Deaf. | 11½ | 21½ | 2 | 15 | 5 | 14 |
| Boston, Mass. | Perkins Institution and Massachusetts School for the Blind. | 5 | 19 | 37 | 149 | 6 | 97 |
| Lansing, Mich. | Michigan School for the Blind. | 9 | 18 | 21 | 76 | | 30 |
| Faribault, Minn. | Minnesota School for the Blind. | | | | | | |
| Jackson, Miss. | Mississippi Institution for the Instruction of the Blind. | 12 | 21 | 10 | 25 | | 7 |
| St. Louis, Mo. | Missouri School for the Blind. | 15 | 20 | 17 | 102 | | 37 |
| Nebraska City, Nebr. | Nebraska Institute for the Blind. | | | 10 | 46 | | 26 |
| Batavia, N. Y. | New York State Institution for the Blind. | 8-10 | | | | | |
| New York, N. Y. | New York Institution for the Blind. | 10-11 | 18-20 | | | | |
| Raleigh, N. C. | The North Carolina Institution for the Deaf and Dumb and the Blind. | 8 | 20 | 45 | | | 25 |
| Columbus, Ohio. | Ohio Institution for the Education of the Blind. | 8 | 21-22 | 86 | 131 | 8 | 123 |
| Salem, Oregon. | Oregon Institute for the Blind. | 9 | | 3 | 9 | | 5 |
| Philadelphia, Pa. | Pennsylvania Institution for the Instruction of the Blind. | | | 52 | 170 | 2 | 104 |
| Pittsburg, Pa. | Western Pennsylvania Institution for the Blind. | 14 | | 4 | 13 | 4 | 6 |
| Cedar Spring, S. C. | South Carolina Institution for the Education of the Deaf and Dumb and the Blind. | 10 | 18 | | | | |
| Nashville, Tenn. | Tennessee School for the Blind. | 7-17 | 20 | | | | |
| Austin, Tex. | Deaf, Dumb, and Blind Institution for Colored Youth. | 13 | | 10 | 20 | 20 | 9 |
| Do. | Texas Institution for the Blind. | | | | | | |
| Staunton, Va. | The Virginia Institution for the Education of the Deaf and Dumb and of the Blind. | 17 | 19 | 12 | 26 | | 19 |
| Romney, W. Va. | West Virginia Schools for the Deaf and the Blind. | 8-12 | 20 | 12 | 22 | 0 | 18 |
| Janesville, Wis. | Wisconsin School for the Blind. | 11-12 | 22 | 37 | 43 | 10 | 41 |

TABLE 37.—Statistics of public institutions for the feeble-minded, for 1890-91.—PART I.

| Post-office. | Name. | Year of first opening. | Superintendent or principal. | Instructors. | | | Pupils. | | | Industrial department. | | | | | | | | | |
|--------------|-------------------------------------|------------------------|------------------------------------|-------------------------|---------|-----------------------------------|---------|---------|------------------|------------------------|---------------|----------------|-------------------------|-------------|------------|---------|------------|---------------|-----|
| | | | | Industrial depart-ment. | | Assistants in caring for inmates. | Male. | Female. | In kindergarten. | In music. | Wood working. | Metal working. | Farming and gar-dening. | Shoemaking. | Tailoring. | Sewing. | Housework. | Other trades. | |
| | | | | Male. | Female. | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1 | Glen Ellen, Cal. | 1885 | A. Edgar Osborne, M. D., Ph. D. | 1 | 2 | 4 | 9 | 81 | 63 | (a) | 20 | --- | --- | 12 | --- | --- | --- | 23 | --- |
| 2 | Lakeville, Conn. | 1858 | G. H. Knight, M. D. | --- | --- | --- | 12 | 89 | 66 | 36 | 32 | --- | --- | --- | --- | --- | --- | --- | --- |
| 3 | Lincoln, Ill. | 1865 | Dr. William B. Fish. | 2 | 9 | --- | 34 | 243 | 197 | 58 | 34 | --- | --- | 30 | --- | --- | 74 | --- | 21 |
| 4 | Fort Wayne, Ind. | 1879 | John G. Blake. | 3 | 12 | 8 | 15 | 225 | 161 | 39 | 14 | 3 | 2 | --- | 8 | 4 | 8 | --- | 4 |
| 5 | Glenwood, Iowa. | 1876 | Dr. F. M. Powe II. | 1 | 11 | 5 | 14 | 319 | 208 | --- | 20 | --- | --- | --- | --- | --- | --- | --- | --- |
| 6 | Winfield, Kans. | 1881 | C. R. Wiles. | --- | 3 | 26 | 6 | 59 | 44 | 21 | 34 | --- | --- | 14 | --- | --- | 12 | --- | --- |
| 7 | Frankfort, Ky. | 1860 | John Q. A. Stewart, M. D. | 3 | 6 | 81 | 6 | 89 | 79 | 20 | 150 | 10 | --- | --- | 30 | --- | --- | --- | 12 |
| 8 | South Boston, Mass. | 1848 | Walter E. Fernald, M. D. | 3 | 8 | 5 | 27 | 184 | 148 | 15 | 52 | --- | --- | --- | --- | --- | --- | --- | --- |
| 9 | Faribault, Minn. | 1879 | A. C. Rogers, M. D. | 2 | 9 | 3 | 14 | 185 | 159 | 20 | 63 | 5 | 10 | 20 | --- | --- | 30 | --- | 40 |
| 10 | Beatrice, Nebr. | 1887 | J. F. Armstrong | 1 | 4 | 2 | 9 | 95 | 51 | --- | 0 | --- | --- | --- | --- | --- | --- | --- | --- |
| 11 | Vineland, N. J. | 1888 | S. O. Garrison. | --- | 6 | 4 | 14 | 98 | 38 | --- | --- | 16 | --- | --- | 10 | --- | 44 | --- | 6 |
| 12 | do. | 1888 | Mary J. Dunlap, M. D. | --- | 2 | 2 | 2 | 0 | 31 | 12 | 6 | --- | --- | --- | --- | --- | 20 | 11 | --- |
| 13 | Newark, N. Y. | 1878 | W. L. Willett | 0 | 1 | 7 | 30 | 0 | 333 | 0 | 40 | --- | --- | --- | --- | --- | 58 | 13 | --- |
| 14 | Randalls Island (N. Y. City), N. Y. | 1867 | M. C. Dunphy | --- | 3 | 5 | 5 | 67 | 53 | 28 | 92 | 2 | 2 | 25 | 3 | 2 | --- | --- | 15 |
| 15 | Syracuse, N. Y. | 1851 | James C. Carson, M. D. | 1 | 10 | 11 | 95 | 275 | 266 | 32 | 20 | 2 | --- | --- | 6 | 5 | 107 | 84 | 15 |

| | | | | | | | | | | | | | | | | | | | | |
|----|---------------------|--|-------|-------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 16 | Columbus, Ohio..... | The Ohio Institution for Feeble-Minded Youth. | 1857 | G. A. Doren, M. D. | 1 | 23 | 15 | 45 | 602 | 356 | ---- | 11 | 2 | 3 | 56 | 13 | 5 | 22 | 51 | 4 |
| 17 | Elwyn, Pa..... | Pennsylvania Training School for Feeble-Minded Children. | 1853 | Isaac N. Kerlin | ---- | 22 | ---- | 82 | 535 | 347 | 40 | 63 | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- |
| 18 | Vancouver, Wash.... | Washington School for Defective Youth. | ----- | James Watson, director. | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |

*From 1889-90.

aAll school grade cases.

TABLE 37.—Statistics of public institutions for the feeble-minded, for 1890-91.—PART II.

| | Name. | Volumes in library. | Value of scientific apparatus. | Value of grounds and buildings. | Receipts. | | | Expenditures. | |
|----|---|---------------------|--------------------------------|---------------------------------|---|----------------|-----------------------------|---------------|--|
| | | | | | State, county, or municipal appropriations. | Other sources. | Buildings and improvements. | For support. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| 1 | California Home for the Care and Training of Feeble-Minded Children | | \$40,000 | \$81,000 | \$85,000 | \$170,000 | \$80,000 | | |
| 2 | Connecticut School for Imbeciles | | | *11,007 | *16,423 | | *25,630 | | |
| 3 | Illinois Asylum for Feeble-Minded Children* | 180 | 198,865 | 66,000 | | | 70,025 | | |
| 4 | Indiana School for Feeble-Minded Youth | | 220,000 | 78,500 | | 31,000 | 76,500 | | |
| 5 | Iowa Institution for Feeble-Minded Children | | 200,000 | 117,600 | | 41,000 | 76,000 | | |
| 6 | State School for Idiotic and Imbecile Youth | 25 | 350,000 | 21,275 | | | 18,331 | | |
| 7 | The Kentucky Institution for the Education and Training of Feeble-Minded Children | 500 | 60,000 | 52,000 | c1,600 | 20,000 | 32,000 | | |
| 8 | Massachusetts School for the Feeble-Minded | 160 | 219,941 | 25,000 | 21,058 | 109,352 | 42,799 | | |
| 9 | Minnesota School for Feeble-Minded | | 184,858 | 58,000 | | 7,564 | 55,134 | | |
| 10 | Nebraska Institution for Feeble-Minded Youth | 20 | 86,000 | 36,038 | | | 34,500 | | |
| 11 | The New Jersey Home for the Education and Care of Feeble-Minded Children | | 50,000 | 24,922 | | 18,827 | 27,468 | | |
| 12 | New Jersey State Institution for Feeble-Minded Women | 150 | 15,000 | 5,500 | | 500 | 5,000 | | |
| 13 | New York State Custodial Asylum for Feeble-Minded Women | | 140,000 | 27,000 | | 6,337 | 21,250 | | |
| 14 | School for Feeble-Minded | | | | | | | | |
| 15 | New York State Asylum for Idiots | | 393,034 | 102,137 | 4,222 | 18,122 | 90,207 | | |
| 16 | The Ohio Institution for Feeble-Minded Youth | | 674,800 | 228,626 | | 15,946 | 147,156 | | |
| 17 | Pennsylvania Training School for Feeble-Minded Children | 1,200 | 450,000 | 108,425 | | 42,284 | 125,008 | | |
| 18 | Washington School for Defective Youth | | | | | | | | |

* Statistics of 1889-90.

a For two years.

b Bequests.

c From estates.

TABLE 38.—Summary of statistics of private institutions for the feeble-minded, for 1890-91.

| Division and State. | Number of Institutions. | Instructors. | | | | | | Pupils. | | | | | | Value of grounds and buildings. | Receipts. | Expenditures. |
|-------------------------|-------------------------|--------------|---------|--------|------------------------|--------------------------------|-------|---------|--------|------------------|-----------|---------------------------|-------|---------------------------------|-----------|---------------|
| | | Male. | Female. | Total. | Industrial department. | Assistants caring for inmates. | Male. | Female. | Total. | In kindergarten. | In music. | In industrial department. | | | | |
| | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| United States | 10 | 6 | 27 | 33 | 29 | 35 | 220 | 169 | 389 | 94 | 313 | 76 | 1,750 | \$164,000 | \$4,000 | \$300 |
| North Atlantic Division | 8 | 4 | 22 | 26 | 19 | 31 | 178 | 151 | 329 | 48 | 278 | 61 | 1,550 | 99,000 | 4,000 | |
| Massachusetts | 3 | 2 | 9 | 11 | 12 | 26 | 70 | 36 | 106 | 34 | 84 | 36 | 500 | 14,000 | 4,000 | |
| Connecticut | 1 | | | | | | 6 | | 6 | | | | 500 | | | |
| New York | 2 | 7 | 7 | 7 | 2 | 1 | 95 | 103 | 198 | 7 | 189 | 6 | 50 | 75,000 | | |
| New Jersey | 2 | 2 | 6 | 8 | 5 | 4 | 7 | 12 | 19 | 7 | 5 | 19 | 500 | 10,000 | | |
| South Atlantic Division | 1 | 2 | 3 | 5 | 4 | 0 | 20 | 6 | 26 | 12 | 1 | 15 | 200 | 15,000 | | 300 |
| Maryland | 1 | 2 | 3 | 5 | 4 | 0 | 20 | 6 | 26 | 12 | 1 | 15 | 200 | 15,000 | | 300 |
| North Central Division | 1 | | 2 | 2 | 6 | 4 | 22 | 12 | 34 | 34 | 34 | | | 50,000 | | |
| Michigan | 1 | | 2 | 2 | 6 | 4 | 22 | 12 | 34 | 34 | 34 | | | 50,000 | | |

TABLE 30.—Statistics of private institutions for the feeble-minded, for 1890-91.—PART I.

| Post-office. | Name. | Year of first opening. | Superintendent or principal. | Instructors. | | | Pupils. | | | | Industrial department. | | | | | | | | |
|-------------------------------------|--|------------------------|---|--------------|---------|-------------------------|-----------------------------------|-------|------------------|-----------|------------------------|----------------|-------------------------|-------------|------------|---------|-------------|---------------|----|
| | | | | Male. | Female. | Industrial depart-ment. | Assistants in caring for inmates. | Male. | In kindergarten. | In music. | Wood working. | Metal working. | Farming and gar-dening. | Shoemaking. | Tailoring. | Sewing. | House work. | Other trades. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1 New London, Conn. | The School for Backward and Delicate Boys*. | 1880 | A. N. Williamson, M. D. | | | | | 6 | | | | | | | | | | | |
| 2 Ellicott City, Md. | The Fount Hill Private Institution for Feeble-Minded and Epileptic Children. | 1883 | Saml. J. Fort, M. D. | 2 | 3 | 4 | 0 | 20 | 6 | 12 | 1 | | 15 | | | | | | |
| 3 Amherst, Mass. | Home School for Nervous and Delicate Children and Youth. | 1881 | Mrs. W. D. Herrick | 1 | 3 | | 2 | 10 | 4 | 6 | 4 | | | | | | | | |
| 4 Barre, Mass. | Private Institution for the Education of Feeble-Minded Youth. | 1848 | George Brown, Cath. Brown, G. A. Brown and Green. | 1 | 4 | 12 | 20 | 43 | 20 | 48 | | | 19 | | | | | 12 | |
| 5 Fayette, Mass. | Hillside School. | 1870 | Mrs. W. D. Herrick and Green. | | 2 | | 2 | 5 | 4 | 2 | | | 2 | | | | | 3 | 2 |
| 6 Kalamazoo, Mich. | Wilbur School and Home for the Feeble-Minded. | 1884 | C. T. Wilbur. | | 2 | 6 | 4 | 22 | 12 | 34 | 34 | | | | | | | | |
| 7 Cranbury, N. J. | Private Home and School for the Feeble in Mind. | 1889 | Rev. C. F. Garrison | 1 | 2 | 2 | 1 | 4 | 6 | 3 | 3 | | | | | | | | |
| 8 Haddonfield, N. J. | Haddonfield Training School for Feeble-Minded.* | 1883 | Margaret Bancroft, J. W. Cox. | 1 | 4 | 3 | 3 | 3 | 6 | 4 | 2 | 2 | 1 | | | | 10 | 2 | 6 |
| 9 Amityville, N. Y. | Brunswick Home School. | 1887 | Mrs. O. F. Brown | 1 | | | | 86 | 94 | | 180 | | | | | | | | |
| 10 New York, N. Y., 325 W. 58th st. | Seguin Physiological School for Children of Arrested Mental or Physical Development. | 1878 | Mrs. Elsie M. Seguin | | 6 | 2 | 1 | 9 | 9 | 7 | 9 | 3 | | | | | 3 | | |

* Statistics 1889-90.

TABLE 39.—Statistics of private institutions for the feeble-minded, for 1890-91.—PART II.

| | Name. | Volumes in library. | Value of scientific apparatus. | Value of grounds and buildings. | Receipts. | | Expenditures. | |
|----|---|---------------------|--------------------------------|---------------------------------|---|----------------|-----------------------------|--------------|
| | | | | | State, county, or municipal appropriations. | Other sources. | Buildings and improvements. | For support. |
| 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 2 | The School for Backward and Delicate Boys* | • 500 | | | \$4,000 | | | |
| 3 | The Font Hill Private Institution for Feeble-Minded and Epileptic Children | 200 | \$150 | \$15,000 | | | \$300 | |
| 4 | Home School for Nervous and Delicate Children and Youth | | | 14,000 | | | | |
| 5 | Private Institution for Feeble-Minded Youth | 500 | | | | | | |
| 6 | Hillside School | | | | | | | |
| 7 | Willbur School and Home for the Feeble-Minded | 500 | | 50,000 | | | | |
| 8 | Private Home and School for the Feeble in Mind | 500 | | 10,000 | | | | |
| 9 | Haddonfield Training School for Feeble-Minded | 50 | | 75,000 | | | | |
| 10 | Brunswick Home School | | | | | | | |
| | Seguin Physiological School for Children of Arrested Mental or Physical Development | | | | | | | |

*Statistics 1889-90.

TABLE 40.—Summary of statistics of reform schools, for 1890-91.

| Division and State. | Inmates. | | | | | | | | | | Number of assistants. | | Number of institutions. | Expenditures. | | |
|------------------------------|----------|---------|--------|--------|-----------|----------------------|--------------------------|----------------|-----------------------------------|------------|---------------------------------|-------|-------------------------|---------------|----|-------------|
| | Sex. | | Race. | | Nativity. | | Illiteracy. | | During year. | | Value of Grounds and Buildings. | 15 | | | 16 | |
| | Male. | Female. | Total. | White. | Colored. | Native pa- rents. | Foreign-born parents. | Can only read. | Can neither read nor write. | Committed. | | | | | | Discharged. |
| | | | | | | | | | | | | | | | | |
| 1 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | |
| United States..... | 60 | 1,072 | 3,171 | 16,853 | 14,074 | 1,857 | 5,776 | 4,787 | 1,945 | 1,579 | 8,314 | 7,319 | \$10,022,904 | \$2,548,118 | | |
| North Atlantic Division..... | 30 | 509 | 1,460 | 10,038 | 8,563 | 660 | 3,503 | 3,278 | 1,138 | 761 | 5,127 | 4,716 | 6,611,314 | 1,551,727 | | |
| Maine..... | 2 | 6 | 60 | 174 | 172 | 2 | 146 | 28 | 82 | 33 | 59 | 65 | 130,060 | 34,980 | | |
| New Hampshire..... | 1 | 9 | 100 | 16 | 89 | | 46 | 5 | 20 | 2 | 15 | 16 | 50,000 | 19,500 | | |
| Vermont..... | 1 | 15 | 72 | 18 | 85 | 5 | | | 50 | 40 | 15 | 12 | 50,000 | 14,000 | | |
| Massachusetts..... | 12 | 113 | 1,001 | 334 | 1,268 | | 74 | 322 | 69 | 50 | 1,255 | 986 | 484,723 | 206,389 | | |
| Rhode Island..... | 1 | 20 | 169 | 0 | 163 | 16 | | | 8 | 8 | 1,127 | 198 | 200,000 | 60,000 | | |
| Connecticut..... | 1 | 1 | 434 | 0 | 30 | | | | | | 151 | 195 | 250,000 | 67,000 | | |
| New York..... | 17 | 153 | 5,159 | 387 | 5,077 | 269 | 2,406 | 2,457 | 668 | 318 | 2,708 | 2,458 | 3,775,905 | 777,994 | | |
| New Jersey..... | 3 | 48 | 546 | 405 | 585 | 66 | 38 | 30 | 34 | 23 | 114 | 79 | 411,045 | 101,106 | | |
| Pennsylvania..... | 3 | 144 | 983 | 240 | 1,223 | 228 | 666 | 436 | 207 | 257 | 677 | 696 | 1,259,641 | 270,758 | | |
| South Atlantic Division..... | 4 | 23 | 962 | 0 | 962 | 535 | 427 | 575 | 146 | 102 | 424 | 384 | 727,500 | 71,897 | | |
| Delaware..... | 1 | 4 | 41 | 0 | 41 | 19 | 395 | 130 | | 3 | 20 | 13 | 27,500 | 7,483 | | |
| Maryland..... | 2 | 18 | 715 | 0 | 715 | 435 | 280 | | 71 | 214 | 306 | 281 | 450,000 | 24,748 | | |
| District of Columbia..... | 1 | 1 | 206 | 0 | 206 | 81 | 125 | 180 | 26 | 28 | 98 | 90 | 250,000 | 39,666 | | |
| South Central Division..... | 4 | 35 | 409 | 196 | 605 | 408 | 197 | 309 | 86 | 126 | 426 | 412 | 300,000 | 56,542 | | |
| Kentucky..... | 2 | 22 | 223 | 195 | 418 | 349 | 69 | 211 | 48 | 54 | 193 | 175 | 300,000 | 35,010 | | |
| Louisiana..... | 1 | 4 | 100 | 0 | 100 | 21 | 79 | 98 | 2 | 78 | 131 | 122 | | 3,780 | | |
| Texas..... | 1 | 9 | 86 | 1 | 87 | 38 | 49 | | | 22 | 102 | 115 | | 17,752 | | |
| North Central Division..... | 20 | 469 | 1,418 | 4,927 | 4,343 | 473 | 1,200 | 1,141 | 539 | 473 | 2,084 | 1,574 | 2,339,100 | 737,487 | | |
| Ohio..... | 2 | 74 | 242 | 371 | 613 | 118 | 309 | 237 | 109 | 155 | 375 | 351 | 590,000 | 101,265 | | |
| Indiana..... | 2 | 2 | 544 | 151 | 695 | 614 | | | 9 | 7 | 43 | 23 | 125,000 | 12,788 | | |
| Illinois..... | 2 | 39 | 382 | 110 | 492 | 431 | | | | | 250 | 174 | | 86,342 | | |

| | | | | | | | | | | | | | | | |
|-----------------------|---|----|-----|-----|-------|-------|-----|-------|-------|-------|-------|-----|-----|---------|---------|
| Michigan..... | 3 | 71 | 838 | 923 | 1,091 | 1,029 | 72 | 337 | 569 | 157 | 59 | 541 | 338 | 362,800 | 148,179 |
| Wisconsin..... | 2 | 69 | 425 | 173 | 598 | 587 | 11 | 36 | 46 | 102 | 46 | 238 | 267 | 283,380 | 85,377 |
| Minnesota..... | 1 | 31 | 275 | 24 | 299 | 288 | 11 | 100 | 199 | 124 | 175 | 115 | 91 | 300,000 | 168,000 |
| Iowa..... | 1 | 13 | 0 | 119 | 119 | 101 | 18 | ----- | ----- | 11 | 1 | 32 | 28 | 53,350 | 13,825 |
| Missouri..... | 3 | 48 | 320 | 88 | 408 | 230 | 57 | ----- | ----- | 15 | 10 | 253 | 134 | 290,000 | 55,813 |
| South Dakota..... | 1 | 12 | 53 | 15 | 68 | 66 | 2 | ----- | ----- | 10 | 6 | 28 | 17 | 40,000 | 15,000 |
| Nebraska..... | 1 | 30 | 187 | 68 | 255 | 243 | 12 | 82 | 61 | 10 | ----- | 84 | 86 | 160,000 | 68,000 |
| Kansas..... | 2 | 34 | 213 | 76 | 289 | 259 | 30 | 336 | 29 | 2 | 14 | 125 | 62 | 161,570 | 42,717 |
| Western Division..... | 2 | 36 | 234 | 91 | 325 | 225 | 100 | 189 | 136 | 40 | 20 | 253 | 233 | 45,000 | 70,445 |
| Colorado..... | 1 | 17 | 160 | 0 | 160 | 151 | 9 | 115 | 45 | 40 | 20 | 95 | 85 | 45,000 | 27,933 |
| California..... | 1 | 19 | 74 | 91 | 165 | 74 | 91 | 74 | 91 | ----- | ----- | 158 | 148 | ----- | 42,512 |

TABLE 41.—Statistics of reform schools, for 1890-91.

| Post-office. | Name. | Year of first opening. | Executive office. | Number of assistants. | Inmates. | | | | | | | | | | Value of grounds and buildings. | Expenditures. | |
|--------------------------------------|---|------------------------|-------------------------------|-----------------------|----------|--------|----------|------------|--------------|------------------|---------------|------------------------------|--------------|----------------|---------------------------------|-----------------------------|------------|
| | | | | | Sex. | Race. | | Nativ-ity. | Illiter-acy. | During year. | | Buildings and Im-provements. | For support. | | | | |
| | | | | | | White. | Colored. | | | Native pa-rents. | Foreign-born. | | | Can only read. | | Can neither read nor write. | Committed. | Discharged. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 1 San Francisco, Cal. | City and County Industrial School. | 1859 | L. P. Kincaid | 19 | 74 | 91 | 74 | 91 | 74 | 91 | | | 158 | 148 | \$45,000 | \$2,933 | \$2,512 |
| 2 Golden, Colo. | State Industrial School | 1880 | Dorus R. Hatch | 17 | 160 | | 151 | 9 | 115 | 45 | 40 | 20 | 95 | 185 | 250,000 | 27,000 | 27,000 |
| 3 Meriden, Conn. | Connecticut State Reform School | 1853 | George E. Howe | 4 | 434 | | 403 | 30 | 19 | 22 | | 3 | 20 | 13 | 27,500 | 7,483 | 67,000 |
| 4 Wilmington, Del. | The Ferris Industrial School | | H. E. Haines | 4 | 41 | | 19 | 22 | | | | | | | | | |
| 5 Washington, D. C. | Reform School of the District of Columbia. | 1870 | George A. Shallenberger. | 1 | 205 | | 81 | 125 | 180 | 26 | 28 | 32 | 98 | 90 | 250,000 | 800 | 38,866 |
| 6 Pontiac, Ill. | State Reform School* | | J. D. Scouler, M. D. | 20 | 382 | 0 | 327 | 55 | | | | | 190 | 144 | | 2,000 | 54,142 |
| 7 South Evanson, Ill. | Illinois Industrial School for Girls* | 1878 | Mary Lyon | 10 | 0 | 110 | 104 | 6 | | | | | 60 | 30 | | 15,838 | 14,362 |
| 8 Indianapolis, Ind. | Indiana Reform School for Girls and Woman's Prison. | 1873 | Miss Sarah F. Keeley. | 12 | 151 | 140 | 11 | | | | 9 | 7 | 43 | 23 | 125,000 | 4,185 | 8,683 |
| 9 Plainfield, Ind. | Indiana Reform School for Boys | 1868 | T. J. Charlton | 28 | 514 | | 474 | 70 | | | | | | | | | |
| 10 Mitchellville, Iowa. | Iowa Industrial School (Girls De-partment). | 1874 | C. C. Cory | 1 | 119 | 101 | 18 | | | | 11 | 1 | 32 | 28 | 53,350 | 1,000 | 12,825 |
| 11 Beloit, Kans. | State Industrial School for Girls | | Martha P. Spencer | 7 | 76 | 73 | 3 | 138 | 14 | | 1 | 10 | 38 | 2 | 31,570 | 3,000 | 13,000 |
| 12 Topeka, Kans. | Reform School | 1881 | J. F. Buck | 27 | 213 | 186 | 27 | 198 | 15 | | 1 | 4 | 87 | 60 | 133,000 | | 23,717 |
| 13 Louisville, Ky. | Industrial School of Reform. | | Peter Caldwell | 23 | 223 | 225 | 69 | 211 | 84 | | 48 | 51 | 171 | 170 | 300,000 | 740 | 31,270 |
| 14 Newport, Ky. | Convent of the Good Shepherd | 1866 | Mother M. of St. Scholastica. | 22 | 123 | | | | | | | | 22 | 5 | | | |
| 15 New Orleans, La. | House of Refuge School | 1843 | W. C. Staunton | 4 | 100 | 21 | 79 | 98 | 2 | 78 | 22 | 131 | 122 | | | | 3,780 |
| 16 Fallowell, Me. | Maine Industrial School for Girls | | E. Howell | 6 | 114 | 60 | | 45 | 15 | 50 | 10 | 25 | 20 | 30 | 30,000 | 1,000 | 7,500 |
| 17 Portland, Me. | State Reform School | 1853 | Jos. R. Farrington | | | 112 | 2 | 101 | 13 | 32 | 23 | 34 | 45 | 40 | 100,000 | 5,902 | 20,571 |
| 18 Carroll, Md. | St. Mary's Industrial School for Boys | 1866 | Brother Dominic | 3 | 435 | 435 | | 115 | 120 | 4 | 185 | 133 | | | 300,000 | 4,584 | 13,664 |
| 19 Cheltenham, Md. | House of Reformation | | John W. Horn | 15 | 283 | | 280 | 280 | | | 70 | 210 | 121 | 88 | 150,000 | 1,000 | 5,500 |
| 20 Boston, Mass. | Home for Neglected Children | 1877 | A. B. Heath | 32 | 210 | 146 | 361 | 4 | | | | | 658 | 205 | 275,000 | 3,253 | 41,308 |
| 21 do. | House of Reformation. | | James R. Gerrish | | 79 | 0 | 71 | 5 | 16 | 59 | 14 | 12 | 81 | 106 | | | |
| 22 Deer Island, Boston Harbor, Mass. | Truant School | 1869 | do. | 2 | 105 | 0 | 99 | 3 | 89 | 13 | 0 | 8 | | | | | |
| 23 Lancaster, Mass. | State Industrial School for Girls | 1856 | Mrs. L. L. Brackett | 21 | 91 | 86 | 5 | 19 | 32 | 11 | 13 | 46 | 45 | | 55,723 | | 20,689 |
| 24 Lawrence, Mass. | Essex County Truant School. | | Henry E. Swan | 7 | 32 | 32 | | 30 | 28 | | 4 | 13 | 12 | | 12,000 | | 6,506 |
| 25 Lowell, Mass. | House of Employment and Reformation | 1851 | Albert Pindar | | 52 | 53 | | 47 | 7 | | 7 | 8 | 56 | 58 | | | |
| 26 New Bedford, Mass. | City Truant School | 1879 | P. S. Macy | 2 | 11 | 10 | 1 | 11 | | | | | 9 | 11 | 2,000 | | 2,425 |

| | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | |
|--------------------------|--------------------------------------|------------------------|-------------------------------|--------------------------|--------------------------------------|---|----------------------|-------------------------------|------------------------------|---------------------------------|------------------|---|-------------------------|---|------------------------------------|------------------|----------------------|-------------------------|-----------------------------------|---------------------------|------------------|-------------------------|---|-------------------------|---------------------------------|----------------------------|------------------------------|-----------------------------|----------------------|---------------------------------------|------------------------|--|--------------------------------------|-----------------|----------------|
| North Cambridge Mass. | Mass. | Palmer, Mass. | Westboro, Mass. | Winter Island, Mass. | Worcester, Mass. | Adrian, Mich. | Box 455, Iowa, Mich. | Lansing, Mich. | St. Paul, Minn. | Boonville, Mo. | Chillicothe, Mo. | St. Louis, Mo. | Kearney, Nebr. | Manchester, N. H. | Jamesburg, N. J. | Trenton, N. J. | Verona, N. J. | Brooklyn, N. Y. | Canaan Four Corners, N. Y. | Elmira, N. Y. | New York, N. Y. | New York, N. Y. | New York, N. Y. | Rochester, N. Y. | Westchester, N. Y. | Delaware, Ohio | Cincinnati, Ohio | Morganza, Pa. | Philadelphia, Pa. | Howard, R. I. | Plantation, S. Dak. | Gatesville, Tex. | Vergennes, Vt. | Milwaukee, Wis. | Waukesha, Wis. |
| Cambridge Truant School. | Massachusetts State Primary School.* | Lyman School for Boys. | Plummer Farm School for Boys. | Worcester Truant School. | The State Industrial Home for Girls. | State House of Correction and Reformatory | Reform School. | Minnesota State Reform School | State Reform School for Boys | State Industrial Home for Girls | House of Refuge | State Industrial School for Juvenile Delinquents. | State Industrial School | New Jersey State Reform School for Juvenile Delinquents | State Industrial School for Girls. | Newark City Home | Brooklyn Truant Home | Burnham Industrial Farm | New York State Reformatory School | New York Juvenile Asylum. | House of Refuge | State Industrial School | The New York Catholic Protectory (Male Department). | Girls' Industrial Home. | The Cincinnati House of Refuge. | Pennsylvania Reform School | Philadelphia House of Refuge | Sockanosset School for Boys | Dakota Reform School | House of Correction and Reformatory.* | Vermont Reform School. | Wisconsin Industrial School for Girls. | Wisconsin Industrial School for Boys | | |
| 1854 | 1866 | 1848 | 1870 | 1863 | 1879 | 1877 | 1855 | 1868 | 1861 | 1854 | 1881 | 1857 | 1887 | 1871 | 1874 | 1886 | 1887 | 1876 | 1881 | 1825 | 1863 | 1850 | 1854 | 1828 | 1889 | 1865 | 1875 | 1860 | | | | | | | |
| Martin L. Eldridge. | Amos Andrews. | Theodore F. Chapin. | Charles A. Johnson. | B. F. Parkhurst. | Miss Margaret Scott. | William R. Gourley. | Cornelius A. Gown. | J. W. Brown. | Edmund D. Drake. | Lyman M. Gilbert. | John D. Shaffer. | John T. Mallaleu. | John C. Ray. | Ira Otterson. | Mrs. M. A. McFadden, Inatton. | C. M. Harrison. | Patrick H. Corrigan. | W. M. F. Round. | Z. R. Brockway. | Elisha M. Carpenter. | Israel C. Jones. | Vincent M. Masten. | Brother Leontine. | James M. Crawford. | Levi S. Fulton. | J. A. Quay. | F. H. Niblicker. | Franklin H. Niblicker. | C. W. Almsworth. | Ben. E. McCullough. | S. A. Andrews. | Sarah E. Pierce. | William A. Sleep. | | |
| 2 | 52 | 184 | 4 | 1 | 25 | 4 | 739 | 31 | 275 | 121 | 36 | 29 | 9 | 27 | 5 | 17 | 228 | 6 | 171 | 817 | 419 | 663 | 52 | 31 | 60 | 81 | 20 | 12 | 9 | 15 | 86 | 15 | 23 | 46 | |
| 21 | 254 | 181 | 30 | 0 | 0 | 129 | 0 | 0 | 0 | 0 | 0 | 187 | 0 | 346 | 0 | 0 | 0 | 65 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 20 | 314 | 173 | 30 | 0 | 233 | 0 | 688 | 51 | 24 | 109 | 213 | 213 | 16 | 99 | 55 | 230 | 216 | 65 | 0 | 199 | 64 | 766 | 0 | 298 | 73 | 108 | 132 | 581 | 153 | 66 | 1 | 85 | 173 | 387 | |
| 1 | 41 | 11 | 34 | 6 | 15 | 6 | 51 | 11 | 100 | 23 | 121 | 57 | 82 | 46 | 13 | 7 | 12 | 40 | 217 | 99 | 87 | 30 | 406 | 47 | 181 | 71 | 64 | 215 | 8 | 10 | 49 | 5 | 36 | 4 | |
| 9 | 12 | 72 | 24 | 6 | 23 | 63 | 249 | 193 | 193 | 0 | 0 | 57 | 12 | 5 | 38 | 230 | 38 | 65 | 838 | 427 | 372 | 739 | 126 | 19 | 93 | 136 | 259 | 191 | 8 | 127 | 102 | 40 | 82 | 102 | |
| 0 | 0 | 3 | 6 | 0 | 5 | 27 | 125 | 175 | 124 | 6 | 3 | 84 | 2 | 2 | 20 | 14 | 200 | 200 | 131 | 175 | 120 | 484 | 43 | 84 | 270 | 288 | 418 | 198 | 17 | 115 | 13 | 125 | 142 | | |
| 12 | 279 | 105 | 11 | 1 | 77 | 106 | 208 | 200 | 200 | 36 | 96 | 86 | 50 | 189 | 25 | 54 | 117 | 110 | 525 | 728 | 500 | 421 | 84 | 225 | 345 | 607 | 408 | 200 | 0 | 2 | 50 | 68 | 0 | | |
| 15 | 155,980 | 120,000 | 20,000 | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 16 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 17 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 18 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 19 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 20 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 21 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 22 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 23 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 24 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 25 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 26 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 27 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 28 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 29 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 30 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 31 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 32 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 33 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 34 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 35 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 36 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 37 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 38 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 39 | --- | --- | --- | --- | --- | --- | 206,820 | 99,000 | 125,000 | 63,000 | 50,000 | 150,000 | 160,000 | 3,500 | 43,890 | 117,155 | 110,000 | 50,000 | 1,390,380 | 995,000 | 500,000 | 350,865 | 479,650 | 225,000 | 345,000 | 607,641 | 650,000 | 200,000 | 25,000 | 2,450 | 13,000 | 3,499 | 55,552 | | |
| 40 | --- | ---</ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

LIST OF HISTORICAL SOCIETIES.

| Address. | Name. |
|------------------------------|---|
| ALABAMA. | |
| Tuscaloosa | Alabama Historical Society. |
| ALASKA. | |
| Sitka | Alaska Historical Society. |
| ARKANSAS. | |
| Little Rock | Arkansas Historical Society. |
| CALIFORNIA. | |
| Los Angeles | Historical Society of Southern California. |
| San Francisco | California Historical Society. Geographical Society of California. Geographical Society of the Pacific. Society of California Pioneers. Territorial Pioneers of California. |
| COLORADO. | |
| Denver | Colorado State Historical Society. |
| CONNECTICUT. | |
| Bridgeport | Fairfield County Historical Society. |
| Hartford | Historical Society of Connecticut. |
| Litchfield | Historical and Antiquarian Society. |
| New Haven | New Haven Colony Historical Society. |
| New London | New London County Historical Society. |
| Tolland | Tolland County Historical Society. |
| Westport | Saugatuck Historical Society. |
| DELAWARE. | |
| Wilmington | Delaware Historical Society. |
| DISTRICT OF COLUMBIA. | |
| Washington | American Historical Association. Columbian Historical Society. |
| FLORIDA. | |
| St. Augustine | Historical Society of Florida. |
| GEORGIA. | |
| Macon | Public Library and Historical Society. |
| Savannah | Historical Society of Georgia. |
| ILLINOIS. | |
| Chicago | Chicago Historical Society. |
| Joliet | Historical Society of Joliet. |
| Ravenswood | Ravenswood Historical Society. |
| Springfield | Illinois State Historical Society. |
| INDIANA. | |
| Anderson | Madison County Historical Society. |
| Indianapolis | Indiana Historical Society. |
| New Providence | Borden Institute Historical Society. |
| Terre Haute | Historical Society of the County of Vigo. |
| Vincennes | Vincennes Historical and Antiquarian Society. |
| IOWA. | |
| Iowa City | Iowa State Historical Society. |
| Wapello | Hawk Eye Pioneer Association of Louisa County. |
| KANSAS. | |
| Marysville | Marshall County Pioneer Association. |
| Topeka | Kansas State Historical Society. |
| KENTUCKY. | |
| Danville | Boyle County Historical Society. |
| Frankfort | Kentucky Historical Society. |
| Louisville | Filson Club. |
| Maysville | Louisville Southern Historical Society. Historical and Scientific Society of Mason County. |

LIST OF HISTORICAL SOCIETIES—CONTINUED.

| Address. | Name. |
|-------------------|---|
| LOUISIANA. | |
| Baton Rouge..... | Louisiana Historical Society. |
| MAINE. | |
| Augusta..... | Maine Genealogical and Biographical Society. |
| Bangor..... | Bangor Historical Society. |
| Bath..... | Sagadahoe Historical Society. |
| Brunswick..... | Pejepscot Historical Society. |
| Portland..... | Gorges Society. Maine Historical Society. |
| Saco..... | York Institute. |
| York..... | Historical Society. |
| MARYLAND. | |
| Annapolis..... | Anne Arundel County Historical Society. |
| Baltimore..... | German Historical Society. Johns Hopkins University Historical Association. Maryland Historical Society. Society for the History of the Germans in Maryland. |
| Bel Air..... | Harford County Historical Society. |
| MASSACHUSETTS. | |
| Boston..... | American Congregational Association. American Statistical Association. Archæological Institute of America. Bostonian Society. Boston Memorial Association. Massachusetts Historical Society. Military Historical Society. New England Historic-Genealogical Society. New England Methodist Historical Society. Webster Historical Society. |
| Chelsea..... | American Congregational Historical Society. |
| College Hill..... | Universalist Historical Society. |
| Danvers..... | Danvers Historical Society. |
| Dedham..... | Dedham Historical Society. |
| Deerfield..... | Pecumtuck Valley Memorial Association. |
| Dorchester..... | Dorchester Historical Society. |
| Lexington..... | Historical Society. |
| Lowell..... | Old Residents' Historical Association. |
| Newburyport..... | Antiquarian and Historical Society. |
| Pittsfield..... | Berkshire County Historical Society. |
| Plymouth..... | Pilgrim Society. |
| Rehoboth..... | Historical Society. |
| South Natick..... | Historical, Natural History, and Library Society. |
| Taunton..... | Old Colony Historical Society. |
| Watertown..... | Historical Society of Watertown. |
| Weymouth..... | Weymouth Historical Society. |
| Winchester..... | Historical Genealogical Society. |
| Woburn..... | Rumford Historical Society. |
| Worcester..... | American Antiquarian Society. Worcester Society of Antiquity. |
| MICHIGAN. | |
| Detroit..... | Historical Society of Michigan. |
| Houghton..... | Wayne County Pioneer Society. |
| Lansing..... | Houghton Historical Society. |
| Muskegon..... | Michigan State Pioneer Society. Muskegon County Pioneer and Historical Society. |
| MINNESOTA. | |
| Ortonville..... | Ortonville Historical Society. |
| St. Paul..... | Minnesota Historical Society. |
| MISSISSIPPI. | |
| Jackson..... | Mississippi Historical Society. |
| MISSOURI. | |
| St. Louis..... | Missouri Historical Society. |
| MONTANA. | |
| Helena..... | Montana Historical Society. |

LIST OF HISTORICAL SOCIETIES—CONTINUED.

| Address. | Name. |
|------------------------|---|
| NEBRASKA. | |
| Lincoln | Nebraska State Historical Society. Nebraska University Historical Association. |
| NEW HAMPSHIRE. | |
| Concord | New Hampshire Historical Society. |
| Contoocook | New Hampshire Antiquarian Society. |
| Nashua | Nashua Historical Society. |
| NEW JERSEY. | |
| Newark | New Jersey Historical Society. |
| New Brunswick | New Brunswick Historical Club. |
| Orange | New England Society. |
| Paterson | Passaic County Historical Society. |
| Salem | Salem County Historical Society. |
| Vineland | Vineland Historical and Antiquarian Society. |
| NEW MEXICO. | |
| Santa Fe | Historical Society of New Mexico. |
| NEW YORK. | |
| Albany | Albany Institute. |
| Albion | Albion Historical Club. |
| Auburn | Cayuga County Historical Society. |
| Baldwinsville | Mohawk Valley Historical Society. |
| Batavia | Genesee County Pioneer Association. |
| Brooklyn | Long Island Historical Society. |
| Buffalo | Buffalo Historical Society. |
| Jamestown | Chautaugua Historical Society. |
| Kingston | Ulster County Historical Society. |
| Mount Vernon | Livingston County Historical Society. |
| Newburg | Historical Society of Newburg Bay. |
| New York | American Archaeological Council. American Geographical Society. American Numismatic and Archaeological Society. Genealogical and Biographical Society. Holland Society. Huguenot Society of America. New York Historical Society. U. S. Catholic Historical Society. |
| Nyack | Historical and Forestry Society. |
| Onondaga | Onondaga Historical Society. |
| Rochester | Rochester Historical Society. |
| Utica | Oneida Historical Society. |
| Waterloo | Waterloo Historical Society. |
| Watertown | Jefferson County Historical Society. |
| White Plains | Westchester County Historical Society. |
| NORTH CAROLINA. | |
| Wilmington | Historical and Scientific Society. |
| OHIO. | |
| Cincinnati | American Pioneer Society. German Pioneer Society. Historical and Philosophical Society of Ohio. Society of Ex-Army and Naval Officers. |
| Cleveland | Western Reserve and Northern Ohio Historical Society. |
| Columbus | New England Society of Columbus. Ohio Archaeological and Historical Society. |
| Granville | Granville Historical Society. |
| Jefferson | Ashtabula County Pioneer Association. |
| Licking | Licking County Pioneer Historical and Antiquarian Society. |
| Madisonville | Pioneer Society. |
| Marietta | Pioneer Society. |
| New Carlisle | Western Ohio Pioneer Association. |
| Norwalk | Firelands Historical Society. |
| Perrysburg | Maumee Valley Pioneer Association. |
| Peru | Firelands Historical Society of Huron County. |
| Toledo | Toledo Historical and Geographical Society. Geauga County Historical Society. Mahoning Valley Historical Society. Maumee Valley Pioneer Association. |
| OREGON. | |
| Astoria | Pioneer and Historical Society. |
| Butteville | Oregon Pioneer Association. |

LIST OF HISTORICAL SOCIETIES—CONTINUED.

| Address. | Name. |
|------------------------|--|
| PENNSYLVANIA. | |
| Carlisle | Hamilton Historical Society of Cumberland County. |
| Chambersburg | Historical Society of Franklin County. |
| Doylestown | Bucks County Historical Society. |
| Gettysburg | Lutheran Historical Society. |
| Harrisburg | Dauphin County Historical Society. |
| Lancaster | Lutheran Historical Society. |
| Meadville | Linnaean Scientific and Historical Society. |
| Nazareth | Library, Art, and Historical Association. |
| Newport | Moravian Historical Society. |
| Norristown | Newport Historical Society. |
| Philadelphia | Historical Society of Montgomery County. |
| | American Baptist Historical Society. |
| | Catholic Historical Society. |
| | Friend's Historical Society. |
| | German Society of Pennsylvania. |
| (Germantown) | Historical Society of Pennsylvania. |
| | Library and Historical Society. |
| | Numismatic and Antiquarian Society. |
| Pittsburg | Presbyterian Historical Society. |
| | Historical Society of Pittsburg and Western Pennsylvania. |
| Scranton | Ohio Valley Catholic Historical Society. |
| Towanda | Lackawanna Institute of History and Science. |
| Wilkes Barre | Bradford County Historical Society. |
| | Wyoming Historical and Geological Society. |
| RHODE ISLAND. | |
| Newport | Newport Historical Society. |
| Providence | Rhode Island Historical Society. |
| | Rhode Island Soldiers and Sailors' Historical Society. |
| SOUTH CAROLINA. | |
| Charleston | South Carolina Historical Society. |
| TENNESSEE. | |
| Nashville | Tennessee Confederate Memorial and Historical Association. |
| | Tennessee Historical Society. |
| TEXAS. | |
| Galveston | Galveston Historical Society. |
| VERMONT. | |
| Middlebury | Middlebury Historical Society. |
| Montpelier | Vermont Historical Society. |
| Rutland | Rutland County Historical Society. |
| VIRGINIA. | |
| Richmond | Southern Historical Society. |
| | Virginia Historical Society. |
| Salem | Historical Society of Roanoke College. |
| WEST VIRGINIA. | |
| Morgantown | West Virginia Historical Society. |
| WISCONSIN. | |
| Madison | Wisconsin Historical Society. |
| Milwaukee | Milwaukee Pioneer Club. |
| Racine | Old Settlers' Historical Society. |

LIST OF OTHER LEARNED SOCIETIES.

American Library Association.
 American Society of Mechanical Engineers.
 American Water Works Association.
 College Association of the Middle States and Maryland.
 Institute of Civil Engineers.
 National Bar Association.
 National Educational Association.
 Southern Educational Association.

LIST OF OTHER LEARNED SOCIETIES—CONTINUED.

| Address. | Name. |
|------------------------------|---|
| ALABAMA. | |
| Montgomery | State Agricultural Society. |
| ALASKA. | |
| Sitka | Society of Alaskan Natural History and Ethnology. |
| ARKANSAS. | |
| Little Rock | Architects' Society of Architects and Surveyors. |
| CALIFORNIA. | |
| Mount Hamilton | Astronomical Society of the Pacific. |
| Sacramento | Agassiz Institute. |
| | State Agricultural Society. |
| San Diego | San Diego Society of Natural History. |
| San Francisco | Academy of Natural Sciences. |
| | Bar Association of San Francisco. |
| | California Academy of Sciences. |
| | California Pharmaceutical Society. |
| | Microscopical Society. |
| | Technical Society of the Pacific Coast. |
| Santa Barbara | Santa Barbara Society of Natural History. |
| Sonora | Tuolumne County Scientific Society. |
| Stockton | Society of Natural History. |
| COLORADO. | |
| Denver | Colorado Agricultural Society. |
| | Colorado Scientific Society. |
| | Denver Society of Civil Engineers. |
| CONNECTICUT. | |
| Hartford | Connecticut Society for University Extension. |
| | Connecticut Society of Natural History. |
| Meriden | Meriden Scientific Association. |
| Middletown | Middletown Scientific Association. |
| New Haven | American Oriental Society. |
| | Connecticut Academy of Arts and Sciences. |
| | Connecticut Academy of Sciences. |
| | State Teachers' Association. |
| | Young Men's Institute. |
| Waterbury | Scientific Society. |
| DELAWARE. | |
| Wilmington | Delaware Horticultural Society. |
| DISTRICT OF COLUMBIA. | |
| Washington | American Association of Educators of Colored Youth. |
| | American Medical Association. |
| | Anthropological Society of Washington. |
| | Bar Association of the District of Columbia. |
| | Biological Society of America. |
| | Chemical Society of Washington. |
| | Entomological Society of Washington. |
| | Geological Society of America. |
| | Medical Society of the District of Columbia. |
| | Microscopical Society. |
| | National Academy of Sciences. |
| | National Geographic Society. |
| | Philosophical Society of Washington. |
| | Woman's Anthropological Society. |
| GEORGIA. | |
| Atlanta | Atlanta Society of Civil Engineers. |
| | State Agricultural Society. |
| IDAHO. | |
| Boise City | State Agricultural Society. |
| ILLINOIS. | |
| Chicago | Academy of Sciences. |
| | American Electrical Society. |
| | Chicago Astronomical Society. |
| | Chicago Law Institute. |
| | Chicago Society for University Extension. |
| | Cook County Agricultural and Horticultural Society. |
| | Scandinavian Engineering Society of Chicago. |
| | State Natural History Society. |
| | Western Society of Engineers. |

LIST OF OTHER LEARNED SOCIETIES—CONTINUED.

| Address. | Name. |
|---------------------|--|
| ILLINOIS—continued. | |
| Elgin | Elgin Scientific Society. |
| Metropolis | Illinois State Teachers' Association. |
| Peoria | Scientific Association. |
| Virginia | Central Illinois Science Society. |
| INDIANA. | |
| Bloomington | Indiana Academy of Science. |
| Brookville | Brookville Society of Natural History. |
| Indianapolis | Bar Association of Indianapolis. |
| La Porte | State Medical Society. |
| Rising Sun | Public Library and Natural History Society. |
| ..... | Natural History Club. |
| ..... | Indiana College Association. |
| IOWA. | |
| Davenport | Davenport Academy of Sciences. |
| Dubuque | Iowa Institute of Science and Art. |
| Iowa City | Iowa Academy of Sciences. |
| Muscatine | Muscatine Academy of Science. |
| Trenton | Henry County Institute of Science. |
| KANSAS. | |
| Topeka | Kansas Academy of Science. |
| KENTUCKY. | |
| Louisville | Kentucky State Teachers' Association. |
| ..... | Polytechnic Society of Kentucky. |
| LOUISIANA. | |
| New Orleans | Athenée Louisianaise. |
| ..... | New Orleans Academy of Sciences. |
| ..... | New Orleans Law Association. |
| MAINE. | |
| Portland | Maine Medical Association. |
| ..... | Portland Society of Natural History. |
| MARYLAND. | |
| Baltimore | Maryland Academy of Sciences. |
| ..... | Maryland Institution for the Promotion of Mechanic Arts. |
| MASSACHUSETTS. | |
| Boston | American Academy of Arts and Sciences. |
| ..... | Bar Association of Boston. |
| ..... | Boston Scientific Society. |
| ..... | Boston Society of Civil Engineers. |
| ..... | Boston Society of Natural History. |
| ..... | Massachusetts Horticultural Society. |
| ..... | New England Conference of Educational Workers. |
| ..... | Numismatic Society. |
| ..... | Entomological Club. |
| Cambridge | Cape Ann Scientific and Literary Association. |
| Gloucester | Middlesex Mechanics' Association. |
| Lowell | New England Association of Colleges and Preparatory Schools. |
| New Bedford | American Association for the Advancement of Science. |
| Salem | Essex Institute. |
| ..... | Peabody Academy of Science. |
| Wilbraham | Union Philosophical Society. |
| Worcester | Worcester County Horticultural Society. |
| ..... | Worcester Natural History Society. |
| MICHIGAN. | |
| Detroit | Detroit Institute of University Extension. |
| ..... | Detroit Medical Association. |
| ..... | Detroit Scientific Association. |
| MINNESOTA. | |
| Minneapolis | Bar Association. |
| ..... | Minnesota Academy of Science. |
| St. Paul | Civil Engineers' Society of St. Paul. |
| ..... | St. Paul Academy of Sciences. |
| MISSOURI. | |
| St. Louis | Academy of Sciences. |
| ..... | Society of Pedagogy. |
| Sedalia | Sedalia Natural History Society. |

LIST OF OTHER LEARNED SOCIETIES—CONTINUED.

| Address. | Name. |
|------------------------|---|
| MONTANA. | |
| Helena..... | Montana Society of Civil Engineers. |
| NEW JERSEY. | |
| Bergen Point..... | Fellowship of the New Life. |
| Camden..... | Microscopical Society of Camden. |
| Mount Holly..... | Burlington County Lyceum of History and Natural Science. |
| NEW YORK. | |
| Albany..... | New York State Agricultural Society. |
| Brooklyn..... | American Chemical Society. Brooklyn Entomological Society. Brooklyn Institute of Arts and Sciences. Medical Society of Kings County. |
| Buffalo..... | Buffalo Society of Natural Sciences. Erie County Medical Society. |
| New Brighton..... | Natural Science Association of Staten Island. |
| New York..... | American Dante Society. American Ethnological Society. American Institute of Architects. American Institute of Christian Philosophy. American Institute of Electrical Engineers. American Institute of Mining Engineers. American Philological Society. American Society of Civil Engineers. American Society of Church History. New York Academy of Anthropology. New York Academy of Medicine. New York Academy of Sciences. New York Law Institute. New York Mathematical Society. New York Society of Pedagogy. Shakespeare Society of New York. Society for Medico-Scientific Investigation. Technical Society of New York. |
| Poughkeepsie..... | Poughkeepsie Society of Natural Science. |
| Rochester..... | Rochester Academy of Science. |
| Troy..... | Rensselaer Society of Civil Engineers. |
| NORTH CAROLINA. | |
| Chapel Hill..... | Elisha Mitchell Science Society. |
| Raleigh..... | College Association of North Carolina. |
| OHIO. | |
| Cincinnati..... | Cincinnati Society of Natural History. Zoölogical Society of Cincinnati. |
| Cleveland..... | Association of Ohio Colleges. Cleveland Society for University Extension. |
| Columbus..... | Ohio Society for the Extension of University Teaching. |
| OREGON. | |
| Portland..... | State Medical Society. |
| PENNSYLVANIA. | |
| Allentown..... | Academy of Natural Science, Art, and Literature. |
| Erie..... | Erie Natural History Society. |
| Harrisburg..... | State Agricultural Society. |
| Marietta..... | Lyceum of Natural History. |
| Media..... | Delaware County Institute of Science. |
| Philadelphia..... | Academy of Natural Sciences. American Academy of Political and Social Science. American Electro-Therapeutical Association. American Entomological Society. American Philosophical Society. American Society for the Extension of University Teaching. Franklin Institute. Hebrew Education Society. International Scientific Association. Law Association of Philadelphia. Pennsylvania Horticultural Society. Spring Garden Institute. Wagner Free Institute of Science. |
| Pittsburg..... | Zoölogical Society of Philadelphia. American Society of Microscopists. Engineers' Society of Western Pennsylvania. Iron City Microscopical Society. |

LIST OF OTHER LEARNED SOCIETIES—CONTINUED.

| Address. | Name. |
|----------------------|--|
| PENNSYLVANIA—cont'd. | |
| Reading | Spencer F. Baird Naturalists' Association. |
| Scranton | Welsh Philosophical Society. |
| West Chester | Philosophical Society. |
| RHODE ISLAND. | |
| Kingston | Rhode Island State Agricultural Society. |
| Providence | Rhode Island Medical Society. |
| TENNESSEE. | |
| Memphis | Bar Association. |
| Nashville | Engineering Association of the Southwest. |
| TEXAS. | |
| Dallas | Association of Civil Engineers of Dallas. |
| Houston | Geological and Scientific Association. |
| Palestine | Academy of Science. |
| San Antonio | Literary and Scientific Association. |
| VIRGINIA. | |
| Richmond | Richmond Academy of Science. |
| Roanoke | Richmond Mechanics' Institute. |
| | Association of Engineers of Virginia. |
| WASHINGTON. | |
| Seattle | Northwestern Society of Engineers. |
| WISCONSIN. | |
| Madison | American Economic Association. |
| | Wisconsin Academy of Science, Arts, and Letters. |
| Milwaukee | Wisconsin Natural History Society. |
| | Wisconsin Polytechnic Society. |
| Oconto | Northwestern Electric Light Association. |
| WYOMING. | |
| Cheyenne | Wyoming Academy of Arts, Science, and Letters. |
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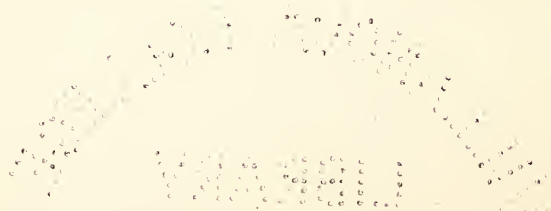
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